

# TEACHERS' ORGANIZATIONAL CITIZENSHIP BEHAVIOUR IN PAKISTAN: AN INTER-UNIVERSITY COMPARISON

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## ABSTRACT

*The current research was conducted to measure the organizational citizenship behaviours of university teachers in Pakistan. Further, it explored the differences in the levels of the OCBs of public sector and private sector university teachers. Using quantitative approach a descriptive survey research method was employed. Through multistage stratified random sampling technique, the data were collected. An adapted close-ended questionnaire measured at a 5 point Likert scale was administered. Validity and reliability were ensured through expert opinions and a pilot study before the actual data collection. After data cleaning, statistical analyses were applied on 298 questionnaires in the spreadsheet of SPSS version 22.0. Results revealed significant differences in the levels of OCBs of different university teachers. Further differences on analyzing the demographic variables were observed. Practical implications of the findings can be helpful for the practitioners, policymakers, and university administration.*

**Keywords:** *Organizational Citizenship Behaviours, University Teachers, Pakistan.*

## INTRODUCTION

Organizational Citizenship Behavior (OCB) has recently become an interesting variable for research in the disciplines of educational administration and educational psychology. With roots in the organizational behavior, this variable is of key value to the field of education.

Tracing the history of OCB, Katz (1964) reported that to work efficiently and effectively there should be volunteer devotion to the institution. Bateman and Organ (1983) succeeded Katz's point and coined

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the term as “citizenship behaviors”. Afterwards Smith, Organ, and Near (1983) attributed such behaviors as “organizational citizenship behaviors” (OCBs). Organ, later considered to be the Guru on the OCBs explained it in these words “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, Podsakoff, & Mackenzie, 2005). Lately, academia and researchers have predominantly laid stress on the significance of OCB. Regarding the factors and dimensions of these OCBs, Podsakoff, MacKenzie, Paine, and Bachrach in (2000) did an extensive literature review and discussed more than 30 varied dimensions of the organizational citizenship behaviours. Organ (1988) described these behaviours into 5 major categories: altruism, civil virtue, conscientiousness, courtesy, and sportsmanship.

In a study of Pakistani universities Abdullah and Akhtar (2016) used the conceptual framework of OCB, which included five factors/ elements: altruism, civic virtue, conscientiousness, courtesy, and sportsmanship. Conscientiousness can be explained as the degree to which employees consider the job tasks beyond what is required from them as a minimum requirement. Courtesy is understood in terms of the mannerism and respect that employees offer to colleagues which makes the environment collegial and cordial to work (Abdullah, 2016). Altruism implies selflessness of an employee while helping and assisting fellow workers. Sportsmanship can be expressed as letting go personal benefits and differences in the larger interest of the organization while performing certain given assignments (Abdullah & Chaudhry, 2018). Civil virtue addresses the positive engagement of employees that relate to the socio-political environment of the organization. Williams and Anderson (1991) discussed that these five dimensions of Organ (1988) could be summed up into two broader categories that are: Organizational citizenship Behaviours for Individuals (OCB-I) and Organizational citizenship Behaviours for Organizations (OCB-O).

## **LITERATURE REVIEW**

The theoretical background of the organizational citizenship behaviours was connected with the social exchange theory, which says that employees do good when they expect good in return from the individuals as well as from the organizations (Cropanzano & Mitchell, 2005; Wayne, Shore, & Liden, 1997).

Organizational Citizenship Behaviour (OCB) promotes organizational effectiveness (Yen & Neihoff, 2004) and it produces better results for the organizations (Dick, Grojean, Christ, & Wieseke, 2006; Joireman, Daniels, George-Falvy, & Kamdar, 2006). Lower performances and higher turnover rates are observed where OCBs lack (Lamude, 1994; Motowidlo, 2003). The antecedents and predictions of the construct of Organizational citizenship behaviours reflected that this variable is of pivotal significance in order to maintain the overall feel-good atmosphere in the institution as well as for the wellbeing of the employees.

Maximum research studies have been conducted on OCB in the West, with USA, Australian, and European samples (Farh, Zhong, & Organ, 2004). Research in other contexts, especially in Pakistan, is limited in number. Naqib, Hanson, Bangert, Kannan, Sharma, and Ghaffar (2019) used the same five factors measured the levels of OCB in secondary schools in Pakistan. They found out that OCB increases productivity of teachers and school leaders. Ali and Siddiqui (2019) OCB in the corporate sector of Pakistan and found out that it has strong basis from transformational leadership. Khan, Yasir, Yusof, Bhatti, and Umar, (2017) studied OCBs in the academic staff of a public sector university in Pakistan. Their study revealed that OCBs were present in a moderate level in the 191 sampled faculty members. They also found its correlation with the ethical leadership practices in that sampled university. These studies signifies the role OCB in the institutions and their association with different leadership roles and styles.

Besides these, there are other studies that have been conducted in the recent past in Pakistan that include OCBs. For example, Zhijie, Asghar, Gull, Shi, and Akbar (2019) studied the OCBs with other factors of job stress and organizational politics in five universities of Faisalabad. Naeem, Malik, and Bano (2014) examined OCBs in pharmaceutical industry in Pakistan. Rehman, Mansoor, Rafiq, and Rashid (2011) explored OCBs with leadership and training and development factors in corporate sector of Pakistan. Ghaus, Lodhi, and Shakir, (2018) investigated OCBs along with Leader member exchange in seven public and seven private sector universities in Pakistan. Khawaja (2017) studied OCBs with multiple other variables in the health sector of a Pakistani province. This shows that OCBs are studied with multiple other variables in different sectors, globally and in Pakistan, but entire focus on studying OCBs in education sector is slightly missing.

Hence, this research was carried out to explore the OCBs of teachers of the university sector in Pakistan. This study further explored the comparison at inter-university level. This study is significant in reporting the descriptive picture of the organizational citizenship behaviours in the university sector of Pakistan. It is of importance to the teachers, administration, practitioners, and policy makers. It might also pave the way for new research in similar domains. The comparison of inter-university level has reflected upon the practices in both sectors. For the betterment of the practices and training sessions, the findings of this research may add substantially to the already available literature.

### **Objectives of the study**

Based on the review of the related literature and scope of the study following objectives were made:

1. Explore the levels of OCBs in university teachers of Punjab.
2. Find differences in the levels of OCBs at inter-university level in terms of the sub-scales taken as altruism, conscientiousness, sportsmanship, civil virtue, and courtesy.
3. See the difference in the levels of OCBs at inter-university level in Punjab based on different demographic variables?

Aligned with the research objectives, the researchers made this study following research questions. (1) Do at inter-university level teachers display a significant level of OCBs? (2) To what extent level of OCBs differ significantly in teachers of different universities of Punjab in terms of the sub scales taken as altruism, conscientiousness, sportsmanship, civil virtue, and courtesy?(3) Do demographic variables provide any basis for a significant difference in the levels of OCBs displayed by teachers at different universities of Punjab?

### **Methodology**

For this study, descriptive survey method was employed. The data were collected through a cross-sectional research design which aligned with the descriptive survey method. The data were taken by the subjects at one point in time through a close-ended questionnaire.

### **Sampling Design**

Population of the study comprised of the universities that are recognized by the Higher Education Commission (HEC) of Pakistan. The

public and private sector universities of Punjab province of Pakistan were the target population. Multistage stratified random sampling technique was employed. In the first stage, 1/3 (33%) of the universities were selected randomly. Second stage sampling was done by randomly selecting 1/3 (33%) faculties of the total faculties of those universities. Lastly, 1/3 (33%) of the total teachers available in those faculties were randomly selected by the researchers. A total of 410 university teachers was selected as the sample in this research.

### **Instrumentation**

Organizational citizenship behavior scale (OCB-S) a five dimensional instrument for OCB was utilized in this study. Abdullah and Chaudhry (2018) also used the same tool and reported the reliability to be 0.83 measured at Coefficient of Crobnbach Alpha and for each factor of OCB the reliability was reported above 0.70. Abdullah and Akhtar (2016) adapted the tool for educational perspective and modified a few items to fit educational institutional context. They reported the factor wise reliability to be above 0.70 for each factor of the OCB-S. Hence this study adopted the same tool used in that research.

### **Procedure**

Data were taken personally through OCB-S on a close-ended Likert type scale. The tool was assigned values of 5 to 1 for 5 representing strongly agree and 1 represented strongly disagree. Ethical standards were followed while data collection. Permission was sought through letter duly signed by the concerned authorities of each university. For piloting purpose 30 questionnaires were got filled from teachers other than the actual sample of the study. The results of the piloted questionnaires were minutely observed to incorporate changes if required. Finally, the data collection was made. Negative items were reversely coded and entered into the SPSS spreadsheet. In total, 312 questionnaires were filled and received back with a response rate of 76%. After data cleaning, 297 questionnaires were used for further analysis and interpretations. By factor the reported reliability was 0.73 for Altruism, 0.77 for Conscientiousness, 0.67 for Courtesy, 0.69 for Civil Virtue, and 0.68 for Sportsmanship.

### **Results**

The results of demographic variables of this empirical study in Punjab revealed that out of 297 total subjects 159 respondents were males and

138 respondents were females that conforms to the notion of the study of (Abdullah & Akhtar, 2016) about the incremental rise in the females in teaching profession at university level. Out of 297 respondents, almost 85% (252) respondents were enjoying permanent job, it showed that in the Public sector university teachers are hired as permanent faculty members while only 15% (45) respondents were on a contract which was because of the hiring trend in private universities. The majority of the university teachers in the sample of this study were Lecturers, which constitute 58.6% (174) of the total sample. Assistant professors were 86 in number making 29% of the sample, associate professors were 24 in number, whereas full professors were only 13 in this sample. This shows that up in the cadre, universities in Punjab have relatively lesser ratios of the teachers. In age, the category of 25-35 years showed high in number, 152 respondents belonged to the said category which was encouraging as young persons were over whelmingly present in the teaching profession. MS/ M. Phil category illustrated 119 respondents, while 68 respondents were Doctoral degree holders, 24 respondents were with Post doc qualification. It showed the dominance of higher education degrees in university teachers.

There were 203 teachers in the category of having experience from 01-10 years, which is obvious because the majority of the respondents were lecturers, 74 teachers were having experience ranging from 11 years to 20 years while 20 teachers were having an experience of above 20 years. Married teachers were 189 and unmarried were 108 in number. Different universities of Punjab had various faculties. Different departments were under different faculties in the universities; the researcher took the common departments functional under various universities and made eight (8) most common faculties in the selected universities. In this sample, 87 teachers were belonging to the faculty of Arts & Humanities/ Behavioural & Social Science faculty. Management sciences faculty had representation of 72 teachers, 41 teachers were belonging to the pure sciences faculty, Computer and IT faculty had 23 teachers, commerce faculty had 40 teachers, law faculty had 5, Life sciences faculty showed 8, and Oriental learning/ language faculty had 21 teachers representing them in this sample. From public sector universities 196 made up the sample while 101 teachers were belonging from private sector universities of the Punjab, which reflected that private universities had relatively less faculty members.

The organizational citizenship behavior in university teachers of Punjab was measured in terms of sub-scales like altruism, conscientiousness, courtesy, sportsmanship, and civil virtue. Item was mean scores and standard deviations were calculated. The item wise mean scores were statistically significant and were above three (3) which was taken as a cut-off score (Abdullah, 2019) for all positive items. The mean scores for negative items were significantly below 3 which also meant that the subjects of the study showed organizational citizenship behaviours in the universities.

On analyzing factor wise mean score in table 1, it was revealed that university teachers rated the conscientiousness factor of organizational citizenship behavior at the top ( $M= 4.21$ ,  $SD= 0.57$ ), followed by the courtesy factor ( $M= 4.17$ ,  $SD= 0.58$ ), civil virtue ( $M= 4.16$ ,  $SD= 0.69$ ), altruism ( $M= 3.70$ ,  $SD= 0.67$ ) and sportsmanship factor at the last ( $M= 2.42$ ,  $SD= 0.66$ ). All the negative items and having a mean score below the cut point of 3 reveals that the respondents did not rate those items high.

Table 1: By- factor mean score of OCB

SR #	OCB Factors	<i>M</i>	<i>SD</i>
01	Altruism	3.70	0.67
02	Conscientiousness	4.21	0.57
03	Sportsmanship	2.42	0.66
04	Courtesy	4.17	0.58
05	Civil Virtue	4.16	0.69

When independent sample t-test was applied to the OCB in terms of the university type (public or private) in table 2, significant mean difference was revealed at  $p < 0.05$ . The effect size of the difference was less i.e. 0.13. The mean score of public sector university teachers ( $M= 73.17$ ,  $SD= 6.34$ ) was significantly more than that of private sector ( $M= 71.22$ ,  $SD= 8.20$ ). It meant that the former were showing extra organizational citizenship behavior.

Table 2: t-test on overall OCB with regard to university type

University type	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	<i>p</i>	Effect size
Public	73.17	6.34	295	2.25	0.02	0.13
Private	71.22	8.20				

On further exploring the factor wise difference in the university teachers of public sector and private sector in table 3. Independent sample t-test was applied on the altruism which revealed a significant mean difference at  $p < 0.01$ . The mean score of public sector university teachers ( $M= 18.8$ ,  $SD= 3.24$ ) on the factor altruism was significantly more than the mean score of private sector university teachers ( $M= 17.77$ ,  $SD= 3.42$ ). It means that the public sector university teachers show more altruism at their workplaces than private sector university teachers.

Table 3: t-test on altruism sub scale of OCB with regard to university type

University type	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	<i>p</i>	Effect size
Public	18.88	3.24	295	2.72	0.007	0.16
Private	17.77	3.42				

Table 4 displays Independent sample t-test on courtesy factor in terms of the university type (public and private). It revealed significant mean differences at  $p < 0.05$ . The mean score of public sector university teachers ( $M= 12.70$ ,  $SD= 1.71$ ) was significantly more mean score than that of the private sector university teachers ( $M= 12.18$ ,  $SD= 1.78$ ). It means that public sector university teachers showed more courtesy than the private counterparts.

Table 4: t-test on courtesy sub scale of OCB with regard to university type

University type	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	<i>p</i>	Effect size
Public	12.70	1.71	295	2.37	0.018	0.14
Private	12.18	1.78				

Table 5 depicts independent sample t-test on the sportsmanship factor in terms of the gender of teachers. The results revealed significant mean differences at  $p < 0.01$ . The mean score of male university teachers ( $M= 12.58$ ,  $SD= 3.45$ ) was significantly more than the mean score of female university teachers ( $M= 11.58$ ,  $SD= 3.06$ ) which meant that male teachers of universities show more sportsmanship than their female counterparts.

Table 5: t-test on the sportsmanship of university teachers on the basis of gender

Gender	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	<i>p</i>	Effect size
Male	12.58	3.45	295	2.62	0.009	0.15
Female	11.58	3.06				

$P < 0.01$



Table 6 displays independent sample t-test was applied on the courtesy factor on the basis of job type (permanent or contract) significant mean differences were revealed at  $p < 0.05$ . The mean score of permanent university teachers ( $M = 12.61$ ,  $SD = 1.72$ ) was significantly more than that of the contractual university teachers ( $M = 12.01$ ,  $SD = 1.88$ ). It meant that teachers who were permanent showed more courteous behaviours at the workplace than the teachers who were on contract basis.

Table 6: Independent sample t-test on the courtesy of university teachers on the basis of job type

Job type	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	<i>p</i>	Effect size
Permanent	12.61	1.72	295	2.11	0.03	0.16
Contract	12.01	1.88				

On the basis of marital status of the university teachers the independent sample t-test was applied on civil virtue behaviours in table 7. Married teachers showed significantly more mean score ( $M = 8.46$ ,  $SD = 1.37$ ) as compared to the mean score of teachers who are singles ( $M = 8.03$ ,  $SD = 1.41$ ). The t-value was 2.53 significant at  $p < 0.05$ . It means that married teachers show more civil virtue behaviours than single teachers.

Table 7: Independent sample t-test on the civil virtue of university teachers on the basis of marital status

Marital status	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	<i>p</i>	Effect size
Married	8.46	1.37	295	2.53	0.012	0.15
Single	8.03	1.41				

Table 8: One-way ANOVA on the OCB of university teachers on the basis of universities

	Sum of Squares	<i>df</i>	Mean square	<i>f</i>	<i>p</i>	Effect size
Between groups	1291.94	10	129.19	2.74	0.003	0.088
Within groups	13445.74	285	47.18			
Total	14737.68	295				

Table 8 illustrates that One-way ANOVA was applied on the OCBs of university teachers on the basis of different universities selected in the sample. It revealed significant differences at p value less than 0.05. For further clarity Post HOC test of Tukey was applied.

Table 9: *Post HOC test (Tukey)*

University	University	Mean difference	<i>P</i>
UCP	LCWU	-7.95	0.006
	GCUF	-7.47	0.017

Post hoc test of Tukey was further applied to explore the differences in the universities in table 9. It revealed that the LCWU and GCUF were showing more mean score than the UCP. It is because the LCWU and GCUF are public sector universities and UCP is a private sector university. So it verifies the results of this study that public sector university teachers expressed more OCBs as compared to the teachers of private sector universities.

## DISCUSSION

The present study was carried out to study in detail the organizational citizenship behaviours of university teachers of Punjab. This relatively lesser studied variable in educational settings in Pakistan is reported to have multi-faceted significance in the educational institutions. For that, following research questions were followed in this research. *Research question 1*. Do at inter-university level teachers display a significant level of OCBs? To answer this question, descriptive statistical techniques were applied. Through Mean scores and Standard Deviations the levels of OCBs were studied and the level was reported to be above the cut score, which was taken as 3, for all the positive items of the questionnaire. For the negative items the OCB levels of the university teachers were well below the cut score 3, which means that university teachers showed significant levels of OCBs in their respective universities. The results of this study are aligned with (Ali & Sidique, 2019; Khan, et al. 2017). This finding is important to note here, as OCB is a relatively newer studied variable in universities, teachers reporting to be significantly showing OCBs in the universities is encouraging for the university administrators and further outputs related with OCBs shall be studied in the future. Hence this research question is achieved here.

*Research question 2*. To what extent level of OCBs differ significantly in teachers of different universities of Punjab in terms of the sub scales taken as altruism, conscientiousness, sportsmanship, civil virtue, and courtesy? The most reported factor of the organizational citizenship behavior was conscientiousness, next was the factor courtesy, then came

the factor civil virtue, followed by the factor altruism, the least significant factor was sportsmanship. The findings are of significance for the administrators and practitioners as this research illustrates that, university teachers were showing more conscientiousness. However, these findings are restricted to the sample and might not be generalizable to other samples across Pakistan. As context and culture plays a defining role in the behaviours therefore, results from other provinces might show significant disparities. There is also a limitation of the study that it does not probe the reasons behind this array of factors. A research determining the contributors toward these OCB factors is recommended by the author.

*Research question 3.* Do demographic variables provide any basis for a significant difference in the levels of OCBs displayed by teachers at different universities of Punjab? The results indicated that public sector university teachers were significantly more positive on displaying organizational citizenship behaviours in the workplaces as compared to the private sector university teachers. The factors such as altruism and courtesy were high for the public sector university teachers. The results are congruent with the findings of Ghaus, Lodhi, and Shakir (2018), which also indicate the high levels of OCB in public sector. Another interesting finding of the present study was that male teachers reported to be showing more citizenship behaviours in terms of sportsmanship than the female teachers. The teachers who were permanent in the jobs were displaying more citizenship behaviours in comparison to the teachers who were on contract. Married teachers reported to be high on the civil virtue behaviours in comparison to the female teachers. These findings are worth noting for the university administration in similar settings as these behaviours were influenced by the demographic variables. These findings do have practical implications for the policy makers, as these results can be utilized in training workshops and recruitment procedures.

### **CONCLUSIONS AND RECOMMENDATIONS**

The conclusions that have been drawn from this empirical evidence include the positive sign of existence of the organizational citizenship behaviours in the university sector teachers in Pakistan. Much attention and resources are given to bring positivity in the educational institutions of Pakistan, these results would be helpful in portraying the ground realities of university teachers in Pakistan. A comparison of public and private sector university teachers concluded that public sector and permanent jobs bring positive behaviours in the teachers; hence they show

more citizenship behaviours at their workplaces. The recommendations for policy makers and university administration were to consider the demographic variables for promotion, duty allocation, and delegation of authority. The training sessions shall be conducted considering these demographic variables and further research are recommended to establish causal relations for the organizational citizenship behaviours in the university sector. This study serves as a contribution in the literature of existing OCBs of teachers it has implications for further research in terms of exploring correlations of OCBs with different organizational variables especially leadership styles of school leaders. The role of OCB in employees' performance and overall institutional performance also needs to be investigated.

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