CHAPTER – I

INTRODUCTION

Introduction about the Study

Organisations differ from one another with respect to its policies, work environment, recruitment process, job evaluation and culture. Utilizing current resources is one of the key factors for the success in any organisation. In order to achieve the highest utilization, managers should understand the different types of individual behaviour inside the organisation. The most natural human tendency is to react positively and with great intensity where they are compensated well, encouraged well and gets additional perks and holidays. In no way is it being suggested that an organisation should overpay its staff. However, it must be kept in mind that the organisation must treat its work force with immense dignity and respect and provide sufficient compensation. The work force must be treated as an asset, not a liability, and once this is done a remarkable change in the collective human behaviour can be noticed.

It is crucial to understand human behaviour in the organisation as the existence of the organisation depends on the employees or individuals. All organisations are composed of individuals with different personality, attitudes, values, perception, motives, aspirations and abilities. The main reason to understand behaviour is that individuals are different. Human behaviour is
complex and every individual is different from another. The challenge of an effective organisation is in successfully matching the task, the manager and the subordinate. In order to understand the individual behaviour, it is important to understand the basics of human cognition. There are different types of work related behaviours exhibited by an individual in organisations such as task performance, counter productive work behaviour, joining or staying with the organisation, maintaining work attendance, contextual performance, prosocial organisational behaviour, extra role behaviour and organisational citizenship behaviour.

The term citizenship is essentially considered in terms of states or countries; however, there is a striking similarity between a state and an organisation. Driven by a strong leadership with values and distinct goals in mind, any state, works for the development of its citizens. In addition to providing rights to the citizen, it can motivate its citizens to contribute to their duties. Similarly in an organisation, driven by a strong leadership and distinct values one can help every individual to understand his or her roles importance in the organisation. By fulfilling the basic rights of freedom of work it can drive them to go beyond their call of duty by making them the citizens of the company.
**Origin of Organisational citizenship behaviour (OCB)**

Organisational citizenship behaviour (OCB) as a concept is almost twenty-five years old. The origin of this concept can be traced to the Dennis Organ (1977). His paper looked at the casual and subtle contributions of employees, which cannot be captured by quantitative hard measures of output. The term OCB is first used by Organ in his studies in 1983. The origin of the field of OCB dates back to the early 1980s decade when Bateman and Organ (1983) introduced the construct of OCB, by drawing upon concepts of supra-role behaviour advanced by Katz and Kahn (1966).

For more than four decades, Katz (1964) identified two dimensions of individual performance: in-role and extra-role. According to Katz, in-role performance behaviours are a set of limited number of assigned roles defined by organisational protocols. These kinds of behaviours are role specific and written in an individual’s job description. Extra-role behaviours, on the other hand, are behaviours that are not prescribed by job descriptions and may be similar across jobs, and serve the accomplishment of organisational goals. Katz and Kahn (1966) stated that organisational well-functioning heavily depends on extra-role behaviours. Therefore managers need employees who do more than what is described in the work contract. Specifically, managers look for Organisational Citizenship Behaviours (OCBs), that is described in 1988 by Organ as “discretionary behaviours, not directly or explicitly recognized by the formal
reward system and that in aggregate promote the effective functioning of the organisation”. Such discretionary behaviours which are not specified by role prescriptions are vital for achieving organisational goals.

The original conceptualization of OCB (Source: Bateman & Organ, 1983; Organ, 1988), which enclosed just extra role behaviour, is modified by Organ in 1997. Factually, Morrison (1994) is the beginner of this trend. He suggested that many OCB items might actually be covering behaviour considered as in-role behaviours by employees and supervisors. Therefore, Organ (1997) added in-role behaviour to the traditional definition of OCB, which just contained extra-role behaviours. He emphasized that no reference to extra-role behaviour should be made when describing or defining OCB in the future (Source: Organ, 1997). By this new conceptualization, OCB is considered as an aspect of job performance (Source: Fisher, 2003; Koys, 2001).

Concept of OCB

Organisational citizen is a person who exhibits discretionary behaviours beyond its role, duties and official job description. An organisational citizen is not seeking rewards from the organisation for his discretionary behaviours. In fact, his behaviour roots in his job devotion on the belief that his discretionary behaviour will be helpful for the organisational progress. Therefore, he makes additional attempts for improvement and advancement of the organisation. Earlier researches
in OCB are mostly conducted to identify employees responsibilities and/or behaviours in organisation that is often overlooked. Although the measurements of these behaviours are incomplete in traditional job performance, evaluations and even sometimes overlooked, they are helpful in improving organisational effectiveness.

As working under changing circumstances becomes an essential feature of organisations (Source: Lee, Dedrick & Smith, 1991) organisations will become more dependent on individuals who are willing to contribute to successful change, regardless of formal job requirements. Behaviours that exceed delineated role expectations but are important and crucial for organisations survival are termed as Organisational citizenship behaviour (OCB). The practical importance of OCBs is that they improve organisational efficiency and effectiveness by contributing to resource transformation, innovation and adaptability (Source: Williams and Anderson, 1991).

Organisational citizenship behaviour is a personal and volunteer behaviour that is not mentioned directly in official reward system of an organisation. However, it contributes to effectiveness and efficiency in an organisation. A collection of volunteer and non-obligatory behaviour that is not defined in the official employee job descriptions but contribute to effective improvement of duties and roles in an organisation is called as OCB. These definitions emphasize on three main characteristics of citizenship behaviour. The behaviour should: 1) be
voluntary (they are not predefined obligations and are not included in official job descriptions) 2) be beneficial to organisation and 3) be multi-dimensional.

A good organisational citizen should not only be aware of current issues of an organisation but also should express an opinion about them and actively participate in solving organisational problems. This set of behaviours is not explicitly and directly mentioned in official rewards system of an organisation but it contributes to effectiveness of organisational operations.

**Organisational Citizenship Behaviour (OCB) Defined**

According to Dennis Organ (1988), Organisational citizenship behaviour (OCB) is referred as a set of discretionary workplace behaviours that exceed one’s basic job requirements. They are often described as behaviours that go beyond the call of duty. Organisations could not survive or prosper without their members behaving as good citizens by engaging in all sorts of positive behaviours. Because of the importance of good citizenship for organisations, understanding the nature and sources of OCB has long been a high priority for organisational scholars (Source: Organ, 1988). Organ argued that OCB is held to be vital to the survival of an organisation. Organ further elaborated that organisational citizenship behaviour can maximize the efficiency and productivity of both the employee and the organisation that ultimately contribute to the effective functioning of an organisation.
George & Brief (1992) have supported Organ’s position regarding the importance for effectiveness of those behaviours which he labeled as organisational citizenship behaviour. According to Wagner & Rush (2000) it is widely accepted among contemporary organisational behaviour theorists, that organisational citizenship behaviours have an accumulative positive effect on organisational functioning.

**Types of Organisational Citizenship Behaviour**

Graham (1989) believes that citizenship behaviour is in three modes. They are Organisational Obedience, Organisational Loyalty and Organisational Participation. Graham describes these modes in the following manner.

**Organisational Obedience**

Organisational obedience refers to those behaviours that are identified to be necessary and desirable. These behaviours are acceptable within reasonable arrangements and requirements. Indicators of organisational obedience are behaviours such as respecting organisational regulations, conducting job duties completely and performing responsibilities with consideration for organisational resources (Source: Graham, 1989).
Organisational Loyalty

Organisational loyalty is different from loyalty to oneself, other people, organisational units and divisions. This behaviour represents employee contribution for benefit, support and defense of organisation.

Organisational Loyalty includes promoting the organisation to outsiders, protecting and defending it against external threats and remaining committed to it even under adverse conditions (Source: Podsakoff et al., 2000).

Loyalty consists of loyal ‘boosterism’ (enthusiastic support) (Source: Graham, 1989); protecting the organisation (Source: George Der Brief et al., 1992); and endorsing, supporting and defending organisational objectives (Source: Borman der Motowidlo et al., 1997).

Organisational Participation

Organisational Participation represents employee involvement in organisation including attending meetings, sharing opinions and being aware of current organisational weaknesses (Source: Bienstock et al., 2003). This can be broadly classified into three categories, namely: functional participation, social participation and advocacy participation.
Actualization Benefits of Organisational Citizenship Behaviour

Resulting benefits from organisational citizenship behaviour that can be instrumental in organisational success are as follows:

• Increased efficiency of management and employees
• Releasing organisational resources that can be used for more productive purposes;
• Reduced needs to allocate scarce resources for functions that only maintain the status quo;
• Helping coordinating activities within and outside work groups;
• Increased organisational ability to attract and keep efficient employees;
• Increased stability of organisational performance;
• Improved effectiveness and efficiency of organisational performance


Dimensions of OCB

There are different views and opinions about OCB dimensions. A study made by Podsakoff, MacKenzie, Paine, and Bachrach (2000) shows that about 30 different organisational citizenship behaviours are identified. These behaviours overlap in many ways. After summarization and categorization of different views, he defined seven major behaviours that are as follows:
1. **Helping behaviours**

Voluntarily helping others (including three dimensions of friendship, intermediation and encouragement) and/or preventing problems at work.

2. **Participation in organisation**

OCB is best understood when OCB is viewed as motive based behaviours (Source: McClelland, 1961). McClelland’s work suggests that all people have some degree of achievement, affiliation, and power motives. The achievement motive pushes people to perform in terms of a standard of excellence, seeking the accomplishment of a task, challenge, or competition. The affiliation motive pushes people toward establishing, maintaining, and restoring relationships with others. The power motive pushes people toward status and situations in which they can control the work or actions of others. Organisational citizenship behaviour described by Organ and his colleagues (Source: Smith, Organ, & Near, 1983) as having two basic dimensions—altruism and generalized compliance.

Altruism is helping behaviour directed at specific individuals. When individuals have specific problems, need assistance, or seek help, altruistic people go the extra mile in assisting them. The other class of citizenship behaviour is generalized compliance, which is a more impersonal conscientiousness doing things “right and proper” for their own sake rather than for any specific person.
Organ (1988) highlights five specific categories of discretionary behaviour and explains how each helps to improve efficiency in the organisation.

3. **Altruism** (e.g., helping new colleagues and freely giving time to others) is typically directed towards other individuals but contributes to group efficiency by enhancing individuals’ performance.

4. **Conscientiousness** (e.g., efficient use of time and going beyond minimum expectations) enhances the efficiency of both an individual and the group.

5. **Sportsmanship** (e.g., avoids complaining and whining) improves the amount of time spent on constructive endeavors in the organisation.

6. **Courtesy** (e.g., advance notices, reminders, and communicating appropriate information) helps prevent problems and facilitates constructive use of time.

7. **Civic Virtue** (e.g., serving on committees and voluntarily attending functions) promotes the interests of the organisation.

Empirical research on the dimensions of Organisational Citizenship Behaviours (OCB) has generated conflicting results. Williams (1988) also found a two-dimensional definition of OCB:
1) Benefits to the organisation in general, such as volunteering to serve on committees (OCB - O), and

2) Benefits directed at individuals within the organisation, such as altruism and interpersonal helping (OCB –I).

There are two types of citizenship behaviours in the OCB and it measures: (1) active positive contributions or commissions (e.g., helping others) and (2) avoiding to engage in behaviours that are harmful to others or to one’s organisation (e.g., not abusing others’ rights). This latter behaviour that tends to be labeled as omission is a passive behaviour that is based on the moral rule “Do no harm,” or more specifically “Do no harm through action” (Source: Baron, 1998).

**Importance of OCB**

It is very important for employees to be motivated not only to increase in-role performance but also to engage in citizenship behaviours that are important to the well-being of the organisation (Source: Organ, D.W 1988). Moreover, job satisfaction has a significant relationship with citizenship behaviours. Because satisfied workers would engage in citizenship behaviours as shown by many researchers (Source: Vigoda-Gadot, E., & Angert, L, 2007)

In addition, it is found that managers, even if they do not intend to do so, when they evaluate the performance of their employees, they involve citizenship behaviour factor into their assessments (Source: Podsakoff and MacKenzie, 1997)
Drawbacks of low OCB

Researchers have also shown that low OCB does not only affect the voluntary activities, but also affects the organisational duties of the employee. Employees with low OCB are more likely to refuse performing their task and that they would tend to leave the organisation (Source: Ladebo, 2005). This is also supported by LePine et al. (2002) who proved the link between low OCB and the lack of organisational commitment.

Negative Sides of Overloaded OCB

Although OCB is important, it has to be within limits, or it would have a negative impact. In this regard, Bolino and Turnley (2003) have noted that citizenship behaviours are generally not a substitute for usual job performance. Furthermore, employees may find citizenship behaviours more enjoyable or fulfilling than their normal job activities, which may prompt them to focus more on citizenship behaviours than their regular job duties. While Becton J. B., Giles W. F. & Schraeder M (2007) stated that practitioners must take steps to ensure that the weighting of the performance dimensions does not encourage more personal gratifying OCBs at the expense of other important job behaviours, namely, those associated with task performance. They also stated that organisations must carefully consider the weight given to all dimensions in the performance appraisal and rewards system, especially OCB dimensions.
Moreover, employees must clearly understand the relative importance of OCBs in the performance appraisal and reward systems. Practitioners who include OCB in performance appraisal and reward systems must be certain to clearly communicate the relative weight or importance of OCBs and traditional dimensions of job performance to both raters and employees.

Educational System in India

India has made progress in terms of increasing the primary education attendance rate and expanding literacy to approximate three quarters of the population. India's improved educational system is often cited as one of the main contributors to its economic growth. Much of the progress, especially in higher education and scientific research, is credited to various public institutions.

Secondary education is the crucial stage of the schooling system in India. It serves as a gateway to higher education and job market. Presently, there is a public examination at the end of class 10th and the successful candidates are admitted to 11th class. They are allotted different streams of subjects based on their choice, performance and availability of place. Demand for subjects is also influenced by the perception related to their relevance to future employability prospects.

The central and most state boards uniformly follow the 10+2 pattern of education. In this pattern, 10 years of primary and secondary education is followed by 2 years of higher secondary and the 10 years is further divided into 5 years of
primary education and 3 years of upper primary, followed by 2 years of high school. This pattern originated from the recommendation of the Education Commission of 1964–66.

Higher education has received a lot of attention in India over the past few years. There are four reasons for this recent focus. First, country’s weak higher education system is being blamed for skill shortages in several sectors of economy. Second, reservation quotas in higher education institutions, particularly the more reputed ones that provide access to high status and best-paid jobs became a highly divisive issue, central to the policy of inclusive growth and distributive justice, and hence politically very important. Third, in the backdrop of the first two developments, it began to be argued that the country would not be able to sustain its growth momentum and maintain competitiveness unless problems with higher education are fixed. Last, demand for higher education continues to outpace the supply due to growing population of young people, gains in school education, the growing middle class and their rising aspirations.

**Teachers Organisational Citizenship Behaviour in Schools**

Quality school education is essential for building up an open democratic society, maintaining school structures and values and for improving the quality of life of people in any country (Source: Snehi, 2010). In the post liberalization period, major political and socio economic transformations have taken place,
leading to reforms in education system. The aim of these reforms is to create an effective and high quality educational environment for all children in consonance to the emerging market needs. Hence policy initiatives and interventions on provision of equitable access and quality education are contributing significantly to ongoing expansion in school education sector.

Teachers expect students to continue to act or perform according to previously established patterns and may disregard contradictory evidence of change. Teacher perceptions of students may lead to different treatment in daily interactions between the teachers and the students. Differential teacher treatment can influence student learning directly (e.g., the opportunity to learn), and this treatment can also have indirect effects (Source: Marshall and Weinstein, 1984).

The success of schools fundamentally depends on teachers’ willingness to go above and beyond the call of duty to attain their school’s objectives and goals. But today more than ever, schools encounter forces restricting their ability to motivate teachers externally to engage in such extra-role behaviours (Source: Van De Vliert, & Oosterhof, 2003). OCB is essential because schools cannot anticipate through formally stated in-role job descriptions and the entire array of behaviours needed for achieving goals (Source: George & Brief, 1992). The concept of OCB shares a close conceptual kinship with the idea of collective responsibility that has received attention in the educational literature (Source: King & Youngs, 2000) and refers to teachers’ responsibility for student learning.
OCB refers 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 favorably about the school to outsiders (Source: Cummings, & McLean Parks, 1995).

Field studies show that OCB enhances school effectiveness because it frees up resources for more productive purposes, helps coordinate activities within the organisation, and enables teachers to adapt more effectively to environmental changes (Source: Miles, Borman, Spector, & Fox, 2002; Podsakoff et al., 2000; Van Der Vegt et al., 2003). As these behaviours in the organisation are important, determining the reasons why individuals engage in OCBs has theoretical and practical aspects.

In this regard employees voluntary behaviour is quite important in educational organisations. Organisational citizenship behaviour is the extent to which teachers in a school go out of their way to voluntarily help their management, students, teachers, and the community around them to be successful. Teachers OCB include extra efforts to make lessons enjoyable and interesting, organizing extra-curricular activities and spending personal time talking with students, motivating them for better performance.
**Problem Statement**

Tamilnadu is one of the most literate states in India. The “Oxford of the South”, Tamilnadu has shown remarkable growth in the literacy rate resulting to 73.47% in the year 2001. The state's literacy rate is 80.33% in 2011, which is above the national average. The structure of education in Tamilnadu is based on the national level pattern with 12 years of schooling (10+2), consisting of eight years of elementary education, that is, five years of primary and three years of middle school education for the age groups of 6-11 years and 11–14 years respectively, followed by secondary and higher secondary education of two years each besides two years of pre-primary education.

Schools in Tamilnadu are either operated by the government or by private organisations. Some of the schools also receive financial aid from the state government. Private schools in Tamilnadu are affiliated to the state board or Central Board of Secondary Education (CBSE) or Indian Certificate of Secondary Education (ICSE) board or Indian School Certificate (ISC board). Schools that receive funds from the state government are mainly affiliated to the Tamil Nadu Board of Secondary Education.

There are three major school types: government, aided, and private. Schools run by the central, state or local governments are referred to as ‘government’ schools. Schools run by private managements but funded largely by
government grant-in-aid are known as private aided or ‘aided’ schools. Government and aided schools are now very similar and they are both publicly funded. Schools run by private management without state aid is known as private unaided schools. They run entirely on fee revenues and do not have any government financial support. These are the schools referred as ‘private’ schools rather than using their full name ‘private unaided’.

Since schools are affiliated to different boards, and as the curriculum and examinations differ by their board, there is no comparable measure of learning achievement in private and public schools for a given age-group or grade across them. So private, government and government aided schools of one single board – Tamilnadu higher secondary board is considered for the study. Tamil and English are the common medium of languages. In most private schools medium of instruction is English while the government run schools are primarily Tamil medium.

As educational systems move into an era of re-organisation and are required to work in a competitive and complex environment, success of schools fundamentally depends on teachers who are committed to school goals and values (Source: Oplatka 2006). The teachers who are willing to go above and beyond the call of duty to contribute to successful change engage in organisational Citizenship Behaviour (OCB) (Source: Somech & Bogler, 2004). Researches proved that this extra role behaviour or OCB contributed by teachers increases the performance of
schools. There are fewer studies in India to bring out the factors that contribute to OCB among teachers in schools. In order to embrace OCB, the education organisations need to know the exact factors that affect OCB. Hence this study is undertaken to explore factors contributing to OCB among the teachers of private, government and government aided schools with a view to suggest ways for their most effective use. The specific research questions that need to be addressed are:

1. Is there an existence of OCB among teachers working in schools?
2. Does OCB vary among the teachers of government, government aided and private schools?
3. What are the factors affecting OCB among school teachers?

In order to explore these research questions, the following objectives are formulated for the study.

**Objectives of the Study**

The primary objective of the study is to understand OCB among the teachers of private, government and government aided schools. In specific the objectives are:

1. To identify the dimensions of OCB that exists among the teachers in schools;
2. To study the existence of OCB among teachers of different types of schools – government, government aided and private;

3. To understand the factors that influences OCB among school teachers; and

4. To build a model that helps to enhance the level of OCB among school teachers.

Hypotheses

Based on the above stated objectives of the study, the hypotheses are formulated for empirical verification. They are:

1. There exists a significant difference in the levels of OCB among teachers of three types of schools (Government, Government aided and Private).

2. There exists no significant relationship between gender of the teachers and the extent of OCB revealed.

3. There exists no significant association between age of the teachers and the extent of OCB revealed.

4. There exists no significant relationship between educational qualification of the teachers and the extent of OCB revealed.

5. There exists no significant relationship between the experience of the teachers and the extent of OCB revealed.
6. There exists no significant relationship between experience of the teachers in the current organisation and the extent of OCB revealed.

7. There exists no significant relationship between salary earned by the teachers and the extent of OCB revealed.

**Significance of the Study**

Organisational citizenship behaviour research is not new, but there is limited research in the education field. This research shows a link between levels of OCB exerted by the teachers and their implications on the students in the long run. The study is specifically designed to understand the OCB levels, and their impact on student achievement and the school performance.

In the present day world, the private schools are going a step ahead in the form of the highly technological labs and improved infrastructure and posing a challenge on the government and aided schools. One of the important criterions to be considered in this regard is the teachers belonging to various streams of education. Hence teachers are one of the significant factors among them and their performance are playing substantial role in the schools in which they work. Therefore the major challenge for the government, aided and private schools are to retain their competent faculty members and to provide them an environment that induces the teachers so that they not only remain loyal but go an extra mile for
their organisations. Hence faculty psychological and behavioural dimensions are important to study so that their implications can be anticipated in the long run.

To clarify the potential ambiguity and subjectivity of the teachers OCB construct, the researcher examined the different antecedents and factors affecting OCB. The purpose of this study is to try to bring these issues into sharper focus. Specifically, it addresses taken-for-granted beliefs about the underlying nature of teachers OCB and to define the extra role behaviour of teachers in enhancing the performance of higher secondary school students of government, government aided and private schools in selected districts of Tamilnadu and their implication on results. The results of these three different types of schools can be viewed either from the students’ perspective or the teachers’ perspective. This study is carried out to identify the variation in the performance of the higher secondary examination from the teachers’ perspective.

**Limitations of the Study**

The study is conducted in Namakkal, Tirupur and Erode districts of Tamilnadu. The limitations of the study are:

1. Respondents of the study are restricted to 450 due to time and cost constraint.
2. Lack of awareness on the part of the respondents about the concept of OCB proved to be a major constraint.

3. The findings of the study cannot be generalized to other levels of students as the board of education is different for the other levels of the students.

As the study is based on subjective perceptions of the respondents, it is not totally free from errors. Care is taken to minimize the same.

**Organisation of Thesis**

The thesis is organized into five chapters as described below:

**CHAPTER – I – INTRODUCTION**

This chapter describes the meaning, the problem statement, objectives, hypotheses, scope and limitations of the study.

**CHAPTER – II – CONCEPTS AND REVIEW**

This chapter describes the various concepts used in the study and reviews the literature of earlier studies.

**CHAPTER – III – METHODOLOGY**

The design of the study which includes the sampling design, sampling method, data collection tools and statistical tools are described in this chapter.
CHAPTER – IV – RESULTS AND DISCUSSION

The results of the analysis are presented and discussed to draw specific inferences.

CHAPTER – V – SUMMARY AND CONCLUSION

A summary of findings is presented, conclusions are drawn and their implications for the schools are made.