

Measuring Empowerment and Personal Characteristics as Predictors of Organizational Citizenship Behavior

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Abstract

Empowerment of employees is associated with the vital elements of human resource management. Job satisfaction, level of commitment, motivation, leadership styles are a few areas significantly affected by empowerment. Literature review suggests an influential relationship between empowerment and organizational citizenship behavior. OCB, as explained by Organ is a voluntary behavior of employees leading towards efficiency of the organizations. In this context, the present study aims at discovering the relationship between empowerment of teachers in the government colleges of Ludhiana and OCB. Further, the study investigates whether personal characteristics of the respondents predict indulgence in extra-role behaviors. Results of independent samples t-test, one-way ANOVA and regression analysis depict a significant association between empowerment of college teachers and OCB however; demographic features depicted no linkage with the citizenship behaviors.

INTRODUCTION

Empowerment of teachers is a crucial contributor in improving the schools and for flourishing the educational success (Eckley, Rinehart, & Short, 1999). Various studies have contributed in the relevance of empowerment in educational institutions. According to Ingersoll (2003), commitment amongst the school teachers is dependent upon the level of empowerment the educators enjoy. Higher the

empowerment level, higher will be the commitment level. Teachers must be allotted their share of authority to participate in the productive activities of schools apart from regular teaching which has a fixed space in their job descriptions, should be assigned powers to contribute in the decision-making of the schools and be able to delegate (Davies, 1993). Hence, the study aims at analyzing the empowerment of teachers in the government colleges. Further, the study focuses on the roles performed by teachers which are beyond their job descriptions known as "Organizational Citizenship Behavior" and analyze the relationship shared between empowerment of college teachers and OCB.

The term, organizational citizenship behavior, was first contributed by Katz (1964). However the term was filtered and defined by Organ (1988) as "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". Various studies have been conducted in the field of citizenship behavior since its inception as an influential role of OCB has been discovered with performance of the organizations. According to Katz (1964), organizations seeking to perform effectively must surpass the blueprints of the job descriptions. In the present global market where multiple startups have penetrated the market and many have established a firm position, employees just cannot perform in the regular traditional manner, performing beyond the job descriptions is the need of the hour.

Organizational citizenship behavior is a voluntary behavior that cannot be forced upon the employees, it is at the discretion of the staff to indulge in such extra-role behaviors or not. Further, Organ describes OCB as an individual behavior that is not linked with any formal reward system. However, studies proclaim that employees exhibiting OCB look forward to non-monetary rewards in the form of promotion or appreciation in kind.

REVIEW OF LITERATURE

Empowerment of teachers has been given due importance in the educational reforms movement (Short, 1994). Various benefits of teacher empowerment have been observed in the studies by Pounder & Short (1998). Increase in efficiency, inflated levels of commitment towards the institutions and positive outcomes are a few advantages of empowering teachers (Howell & Dorfman, 1996; Rosenholtz, 1991). Empowerment shares a negative association with teacher turnover (Bogler &

Somech, 2004). In spite, of such discoveries empowerment still suffers from lack of consideration in the area of research (Crowther and Olsen (1997). Hence, the study aims to add on to the available literature on empowerment. According to Whitaker (1995), empowerment of teachers is a prerequisite for improving schools in the current scenario. According to Schlechty (1990), teacher empowerment is important as "it promises to yield better decisions and better results". Further, Frymier (1987) opines "In any attempt to improve education, teachers are central". Hence, the study focuses on analyzing empowerment of the teachers in context of organizational citizenship behavior.

Organizational citizenship behavior of the employees is influenced by their demographic characteristics (Uzonwanne, Francis C., 2014, Louie and Obermiller, 2000). Studies by Chieh-Peng Lin, Stefanie K. Johnson, Courtney L. Holladay and Miguel A. Quinones, proclaim that OCB is affected by the gender of the employees. Age, educational qualifications, designation and length of service are the personal characteristics influencing the exhibition of extra-role behaviors. Mohammad Amin *et al.* (2014) and Yaghoubi *et al.* (2010) in their studies discovered that marital status has no influence on OCB.

George *et al.* (1998), in his study aimed to discover link between the personal characteristics of the employees and OCB, results depicted that women were more inclined towards helping behavior than males. Further, the study associated the dimensions of OCB with the demographic features and it was revealed that women scored more on altruism than men. Men scored low on courtesy too as compared to women employees. Hence, their study proclaimed OCB to be feminine-oriented (De Beauvoir 1952). Good *et al.* (1989) explained the reasons of women scoring high as their study termed it as "gender stereotypes" where seeking for help hurts the "masculine gender norms", hence, women can only ask for help and only they are willing to help others.

OBJECTIVES OF THE STUDY

The study aims to achieve the following objectives :

- To examine whether demographic features of the employees predict organizational citizenship behavior
- To analyze the association between teacher empowerment and organizational citizenship behavior.

RESEARCH METHODOLOGY

Research Design

The study is descriptive and empirical in nature as it aims to examine the influence of demographic characteristics of the employees and teacher empowerment on OCB.

Hypotheses of the Study

Hypotheses framed for the current study are mentioned below :

- H₁ : Gender influences indulgence in organizational citizenship behavior.
- H₂ : Age influences indulgence in organizational citizenship behavior.
- H₃ : Educational qualification influences indulgence in organizational citizenship behavior.
- H₄ : Designation influences indulgence in organizational citizenship behavior.
- H₅ : Length of service influences indulgence in organizational citizenship behavior.
- H₆ : Empowerment influences indulgence in organizational citizenship behavior.
- H₇ : Empowerment significantly influences conscientiousness
- H₈ : Empowerment significantly influences courtesy
- H₉ : Empowerment significantly influences civic-virtue
- H₁₀ : Empowerment significantly influences altruism
- H₁₁ : Empowerment significantly influences sportsmanship

Sampling Design

The government colleges of Ludhiana formed the sample population for the present study. 100 questionnaires were distributed to the college teachers and 68 were legitimate for hypotheses testing and analysis.

Tools for Data Collection

Standardized questionnaires by Podsakoff *et al.*, 1990 was adopted for testing organizational citizenship behavior. The influence of empowerment on OCB was examined by scale developed by Bolin's (1989).

ANALYSIS AND INTERPRETATION

Table 1
Descriptive Statistics

Characteristics	Category	Frequency	Percentage
Gender	Male	34	50
	Female	34	50
Age	25-35	24	35.3
	36-45	32	47.1
	46-55	12	17.6
	56 & Above	-	-
Educational Qualification	Masters	29	42.6
	M.Phil	29	42.6
	Doctoral	10	14.8
Designation	Assistant Professor	48	70.6
	Associate Professor	18	26.5
	Senior Professor	2	2.9
	Professor	-	-
Length of Service	1-5	17	25
	6-10	33	48.5
	11-15	7	10.3
	16-20	11	16.2

Source : Compiled with SPSS Software

Table 2
Value of the T-Distribution Between OCB and Gender

OCB Dimensions	Male (34)	Female (34)	T-Value
Conscientiousness	3.5	3.7	-0.71
Courtesy	3.4	3.5	-0.46
Sportsmanship	3.1	3.5	-1.96
Altruism	3.7	3.9	-0.64
Civic-virtue	3.5	3.7	-1.00

Table 3
Summary of One-Way Anova for Age, Designation, Qualification, Length of Service

Personal Characteristics	F-Value	P-Value
Age	2.54	0.08
Designation	0.54	0.58
Qualification	0.67	0.51
Length of Service	2.35	0.08

Table 4
Summary of Regression Analysis for Association Between Empowerment and OCB

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.308a	.095	.081	16.85971

a. Predictors : (Constant), EMP

ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1962.387	1	1962.387	6.904	.011a
Residual	18760.481	66	284.250		
Total	20722.868	67			

a. Predictors : (Constant), EMP b. Dependent Variable: OCB

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	62.462	9.019		6.925	.000
EMP	1.157	.440	.308	2.627	.011

a. Dependent Variable : OCB

Table 5
Summary of Regression Analysis for OCB Dimensions

OCB Dimensions	F-Ratio	T-Value	P-Value
Conscientiousness	3.32	1.82	0.07
Courtesy	1.46	1.21	0.23
Sportsmanship	9.8	3.13	0.003***
Altruism	5.65	2.37	0.02**
Civic-virtue	5.53	2.35	0.02**

***Significant at 99% **Significant at 95%

DISCUSSION OF RESULTS

The study aimed at discovering the association between personal characteristics and organizational citizenship behavior. Table 1 demonstrates the descriptive statistics of respondents on the basis of gender, age, educational qualification, designation and length of service. The sample distribution on the basis of gender was equal with a frequency of 34, both for males and females. 47.1% respondents were in the age group of between 36-45, followed by 35.3% between 25-35. Maximum respondents (42.6%) held masters and M.Phil. degrees. 70.6% were employed as assistant professors. Maximum respondents (48.5%) had experience of between 6-10 years followed by 25% between 1-5 years.

Table 2 illustrates the association between gender and OCB. Independent samples T-test results depict an insignificant linkage between the two variables as all the five dimensions of OCB (conscientiousness, courtesy, civic-virtue, sportsmanship and altruism) shared no relationship with gender. Table 3 shows the result of one-way ANOVA between the other variables of personal characteristics and OCB. Age and length of service had no association at 95% confidence level however; an association can be conferred between the two variables at 92% confidence level. Designation and qualification depicted an insignificant association with OCB.

Table 4 depicts summary of regression analysis, results show a significant link between empowerment of college teachers and OCB at 95% confidence level as $F(6.90)$, $t(2.62)$ and $p < 0.05$ was found. Further, Table 5 confirms association amongst all the dimensions of OCB (excluding courtesy) and empowerment. Results of regression analysis depict a significant linkage

between altruism, civic-virtue and OCB as $p < 0.05$ was found. Sportsmanship was significant at 99% confidence level. Conscientiousness was insignificant at 95% level however, $p < 0.07$ explains a little significance at 93%. Courtesy was insignificant with $p > 0.05$.

SUGGESTIONS AND CONCLUSIONS

Review of the studies on empowerment and OCB depicted a significant association between the two variables. Related literature declares that the employees who are empowered and participate actively in the decision-making of the organizations exhibit high levels of OCB. The outcomes of the present study were in congruence with the available literature. F ratio, t values and p-values depicted a significant association between empowerment and OCB. Hence, hypothesis 6 influence of empowerment on OCB is accepted. H7 and H8 role of empowerment in influencing conscientiousness and courtesy was not supported by the p-values. H9, H10 and H11 were supported depicting an influential role of empowerment on civic-virtue, altruism and sportsmanship. The second objective of examining the role of personal characteristics on OCB was not supported and further, the dimensions of OCB were also not affected by the demographic features of the respondents as a result, the hypotheses were not supported.

The study concludes by laying down the importance of empowering college teachers as it influences organizational citizenship behavior which further plays an influential role in enhancing the performance of the employees. Hence, in the competitive scenario where the survival of the organizations is dependent upon not only on the performance of the employees but in the indulgence in extra-role behaviors, OCB can not be neglected. Thus, the study adds on to the available literature. The second finding of the study suggests that OCB is not dependent upon the demographic features of the government college teachers of Ludhiana. Therefore, personal characteristics of the employees should not be considered while examining the occurrence of OCB.

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