

## Personal Characteristics and Empowerment : Antecedents of Organizational Citizenship Behavior

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### Abstract

To sustain and adjust in the dynamic market it is very important for the employees to not just perform their duties but also to work beyond their job description (Lobke Ebbekink, 2008). OCBs, in context of education is important as the nature of educators' role is not comprehensively prescribed in the job description and teachers' OCB has also been related to (cognitive) student achievement (Di Paola and Hoy, 2005). The present study has been conducted to find out whether personal characteristics act as antecedents of organizational citizenship behavior or not. The study also aims at finding out the impact of empowerment on OCB. For conducting the study a sample size of 60 professors was selected from the government colleges of Punjab. An insignificant relationship between the personal characteristics of the respondents and OCB was found. Empowerment of the professors also showed less impact on OCB.

### INTRODUCTION

Social science researchers have been interested in the newly coined term "Organizational citizenship behavior" by Organ in 1970s and since then research has been conducted to find out OCBs' relationship with the other variables affecting the performance and overall growth of the organizations. Various studies by Dennis W. Organ, Linn Van and Jon L. Pierce, N. T. Feather, Katrin A. Rauter, Jennifer DeNicolis Bragger *et al.* have been conducted on OCB and it was found that personality traits had an effect on organizational citizenship behavior, job satisfaction showed a significant relationship with OCB, organizational commitment affects OCB

positively, psychological ownership predicts OCB, work-family culture predicts work-family conflict and work-family conflict further predicts OCB. Thus, it can be concluded that organizational citizenship behavior plays an important role in the organizations for its growth and development in disguise. In the prevailing scenario we find few employees directly or indirectly indulging in citizenship behavior which may have resulted due to their inner instinct to work for the welfare of the other employees. Organizational citizenship behavior is "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 1988). Organizational citizenship behavior is not imposed on the employees, it is any behavior that an employee indulges in, out of his or her free will and without any pressure to do so. Organ explains that such behaviors should not be attached with any formal reward system directly or indirectly. It should also not be attached with monetary or non-monetary gains like promotion, bonuses or incentives and it should also lead towards the promotion of the effective functioning of the organization.

#### REVIEW OF LITERATURE

The research evidence in context of the present study was found by reviewing the literature available on organizational citizenship behavior. A systematic review of literature was done in order to identify the facts already available on OCB and to lead this study further.

Dennis W. Organ and Andreas Lingl (1995) in their article, "Personality, Satisfaction and OCB" found that agreeableness and conscientiousness the dimensions of personality showed a common shared variance between job satisfaction and Organizational citizenship behavior. The article concluded that the employees' level of satisfaction has an impact on their citizenship behavior.

Ronit Bogler and Anit Somech (2004) examined whether teacher empowerment has an impact on teachers commitment towards their organizations, teachers' commitment towards their profession and organizational citizenship behavior. It was found that OCBs of teachers who had a role in decision was not the same with those who were not included in the decision making committee of the organization. Status and self-efficacy were also significant predictors of OCB.

Aamir Ali Chughtai et al. (2006) in their study concluded that Pakistani teachers would continue their association with their institutions if they are fairly compensated according to the amount of work they put in and their qualification. It was also found that satisfaction of the employees was positively linked with the

level of their commitment.

Hannam, R. L. (2006) explained how organizational citizenship behavior impacts the teachers and students psychological outcomes. It was found that praise and recognition from the parents and from the principals impacted the citizenship behavior of the teachers. However, the study did not prove whether praise from the students or the colleagues affected the teachers' outcome or not.

S. Suresh and P. Venkatammal, (2010) in their article, "Antecedents of Organizational Citizenship Behaviour", found that organizational citizenship behavior in the public sector employees was affected by gender, age, marital status, their personality and organizational climate so in order to indulge employees in citizenship behaviors, organizations should focus on their demographic and personal traits.

Muhammad Kashif *et al.* (2011) in his study found that demographic features i.e. age had negligible impact on the organizational citizenship behavior. Further in his study, he explored the factors determining OCB. The antecedents like job satisfaction, commitment of employees, leader's reward behavior, leader behavior, employees' fairness perception and leader member exchange all the above factors act as antecedents of OCB and a positive relationship between these factors and Organizational citizenship behavior was found.

A. M. Nasuridin *et al.* (2013) observed a partial supported relationship between workplace spirituality and organizational citizenship behavior. Further, the study also found the relationship between the two by moderating the role of gender in private institutions of higher learning in Malaysia.

#### **NEED, OBJECTIVES AND METHODOLOGY OF THE STUDY**

OCB is required for the promotion of the effective functioning of the organizations (Organ, 1988). In the present competitive business environment the need for such behaviors has arisen. To sustain and adjust in the dynamic market it is very important for the employees to not just perform their duties but also to work beyond their job description (Lobke Ebbekink, 2008). OCBs, in context of education is important as the nature of educators' role is not comprehensively prescribed in the job description and teachers' OCB has also been related to (cognitive) student achievement (Di Paola and Hoy, 2005). Moreover, OCBs relationship has been found with various variables of human resource management studies like job satisfaction, culture, leadership, employees' mood, attitude, employees' perception etc. and it impacts the human work psychology. The present study focuses on the following objectives :

1. To analyze whether personal characteristics act as an antecedent of organizational citizenship behavior.
2. To examine the influence of teacher empowerment on organizational citizenship behavior

## RESEARCH METHODOLOGY

### Research Design

A descriptive research was conducted in order to analyze whether the personal characteristics act as antecedents of organizational citizenship behavior or not and to analyze the impact of teacher empowerment on OCB.

### Hypotheses of the Study

The following hypotheses were raised to conduct this study .

H<sub>1</sub> : Personal characteristics act as an antecedent of organizational citizenship behavior.

H<sub>2</sub> : Empowered professors indulge in organizational citizenship behaviors.

### Sampling Design

Data was collected from the government colleges of Patiala, Jalandhar, Bholath, Kapurthala, Ajnala, Amritsar, Tarn Taran regions of Punjab. Out of 60 questionnaires distributed 58 were the valid questionnaires for conducting this study.

### Demographic Characteristics of the Participants

Characteristics	Category	Frequency	Percentage
Age	25-35	18	31.03
	36-45	12	20.68
	46-55	15	25.86
	56 & Above	13	22.41
Gender	Male	24	41.37
	Female	34	58.62
Marital Status	Married	47	81.03
	Single	11	18.96

Highest Qualification	Masters	18	31.03
	M. Phil	26	44.82
	Doctoral	14	24.13
Designation	Assistant Professor	27	46.55
	Associate Professor	24	41.37
	Professor	4	6.89
	Senior Professor	3	5.17
Length of Service	1-5	16	27.58
	6-10	10	17.24
	11-15	2	3.44
	16 & Above	30	51.72

### ANALYSIS OF THE DATA

**Table 1**  
Relation Between OCB and Gender

OCB Dimensions	Male (24)	Female (34)	t-value
Conscientiousness	4.85	5.13	-1.004
Courtesy	5.11	4.73	1.308
Sportsmanship	4.008	3.87	0.399
Altruism	5.12	5.15	-0.113
Civic Virtue	4.89	5.09	-0.603

**Table 2**  
Relation Between OCB and Marital Status

OCB Dimensions	Married (45)	Single (13)	t-value
Conscientiousness	5.08	4.74	0.933
Courtesy	4.92	4.78	0.377
Sportsmanship	3.82	4.69	-2.12
Altruism	5.13	5.01	0.306
Civic Virtue	5.022	4.9	0.271

**Table 3**  
Summary of One-Way Anova

Personal Characteristics	F	p-value
Age	1.5	0.22
Designation	0.307	0.82
Qualification	1.5	0.222
Length of Service	0.734	0.573

**Table 4**  
Summary of Regression Analysis for OCB

Empowerment Dimensions	R <sup>2</sup>	$\beta$	T	F-ratio
Hiring		0	0	
Evaluation		-0.01	-0.044	
Policy Framework	0.092	0.406	1.921	.865
Budget		-0.111	-0.579	
Curriculum		0.08	0.353	
Content of Service		-0.337	-1.658	

**Table 5**  
Summary of Regression Analysis for Conscientiousness

Empowerment Dimensions	R <sup>2</sup>	$\beta$	T	F-ratio
Hiring		0.148	0.754	
Evaluation		-0.04	-0.184	
Policy Framework	0.081	0.189	0.888	0.747
Budget		0.041	0.212	
Curriculum		-0.055	-0.241	
Content of Service		0.013	0.064	

**Table 6**  
**Summary of Regression Analysis for Courtesy**

Empowerment Dimensions	R <sup>2</sup>	$\beta$	T	F-ratio
Hiring		-0.053	-0.272	
Evaluation		0.1	0.46	
Policy Framework	0.086	0.284	1.338	0.796
Budget		-0.02	-0.104	
Curriculum		0.01	0.043	
Content of Service		0.365	-1.793	

**Table 7**  
**Summary of Regression Analysis for Sportsmanship**

Empowerment Dimensions	R <sup>2</sup>	$\beta$	T	F-ratio
Hiring		0.014	0.07	
Evaluation		-0.28	-1.304	
Policy Framework	0.108	-0.239	-1.141	1.029
Budget		0.164	0.862	
Curriculum		0.474	2.102	
Content of Service		-0.167	-0.829	

**Table 8**  
**Summary of Regression Analysis for Altruism**

Empowerment Dimensions	R <sup>2</sup>	$\beta$	T	F-ratio
Hiring		-0.127	-0.686	
Evaluation		0.225	1.097	
Policy Framework	0.182	0.583	2.903	1.895
Budget		-0.273	-1.498	
Curriculum		-0.127	-0.587	
Content of Service		-0.336	-1.743	

**Table 9**  
**Summary of Regression Analysis for Civic Virtue**

Empowerment Dimensions	R <sup>2</sup>	$\beta$	T	F-ratio
Hiring		0.02	0.101	
Evaluation		0.009	0.04	
Policy Framework	0.073	0.383	1.789	0.665
Budget		-0.236	-1.218	
Curriculum		-0.128	-0.558	

### DISCUSSION OF THE RESULTS

The present study analyzed the relationship between the personal characteristics and OCB of government college professors of Punjab. The results of the study elucidate an insignificant relationship between the demographic features of the respondents and OCB. Results of Table 1 show an insignificant relationship between gender and OCB. However, two dimensions of OCB conscientiousness and civic virtue values were found higher in females as compared to males but sportsmanship and courtesy values were found higher in males than females. Table 2 depicts all the dimensions of OCB i.e. conscientiousness, courtesy, civic virtue, altruism to be higher in married professors than single professors. However, sportsmanship values were found higher in single professors than married employees. Table 3 shows the result of one-way Anova and an insignificant relationship was found between age, designation, qualification, length of service and OCB. Therefore, it can be concluded that the F-value and P-values were found insignificant to support the first hypothesis under study. Table 4 shows the regression analysis for overall OCB and it was found that 9.2% of the variation in the OCB can be explained by the empowerment of the professors. Further, the individual contribution of all the 5 dimensions of OCB were also analyzed and it was found that 8.6% of the variation in courtesy can be explained by empowerment, 10.8% variation in sportsmanship, 18.2% variation in altruism and 7.3% of the variation in civic virtue is explained by the empowerment of the professors. The F-ratio is found to be insignificant to support the second hypothesis under study. Hence, the results of the study prove that personal characteristics do not act as antecedents of OCB and there is not enough evidence found to support the second hypothesis, so the influence of empowerment of professors in government colleges of Punjab on OCB is not much. However the unempowered professors ( $r^2 = 15.2\%$ ) showed more influence on OCB as compared to empowered professors ( $r^2 = .4\%$ ).



## CONCLUSION

According to the literature, organizational citizenship behavior is impacted by the empowerment of the teachers as the teachers who have an important role in the decision making of the organizations show high OCB, however, the results of the present study showed that the empowerment of the government college professors have little impact on their organizational citizenship behaviors. Personal characteristics of the government college professors of Punjab do not act as antecedents of OCB as there was not sufficient evidence found to support the influence of empowerment on organizational citizenship behavior.

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