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Organizational citizenship behavior (OCB) display levels of the teachers at secondary schools according to the perceptions of the school administrators.

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Abstract

The main aim of this study is to determine in what level the teachers at secondary schools display organizational citizenship behavior (OCB) according to the perceptions of the school administrators.

The data of this study, which is descriptive, were collected via the "the scale of OCB" which was developed by Podsakoff, MacKenzie, Moorman and Fetter (1990) and Moorman (1991). 2 provinces selected from each of seven geographical regions of Turkey and 219 administrators-164 vice principals, 55 principals- selected randomly from four secondary schools of these provinces participated in the study.

The results of this study reveal that the teachers at secondary schools highly displayed OCB. According to the school administrators; the teachers mostly display courtesy and then altruism, civil virtue, conscientiousness and sportsmanship behavior in the given order.

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1. Introduction

Organizational formal behaviors and behaviors which are not originated from orders and which are informal but beneficial for the organization have been different from each other in the terminology and administration of the organization. The informal behaviors which are displayed by workmen in organizations are specified under various names and the most widespread one is the organizational citizenship behavior (OCB).

Readings on OCB output by Polat (2007) reveals that OCB is beneficial in many ways to the organization and to the workman. OCB facilitates the renewal, environmental orientation, resource transfer and savings of the organization. It also improves the quality of service, increases the efficiency and the performance of the organization whereas it reduces the costs. An increase of willingness to participate in decision making, the tendency of

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collaboration, interdependence, responsibility and satisfaction from work has been observed at workmen who display high level organizational citizenship behavior. Similarly, OCB increases the ability of attracting and using the workforce of the organization by generating favorable feelings at workmen towards their organizations. Furthermore, a decrease in intention of quitting, handing over and absenteeism of job has been observed in high level OCB displayed organizations. As the consumer satisfaction increases, this reduces the number of the complaints. OCB, the supporter of organizational learning at school, also increases the success of the students.

OCB, having a lot of advantageous outcomes for the organization, has been considered as a social capital. The high level of OCB displayed by the teachers would contribute positively to the efficiency and the performance of the school. Thus, this study tries to determine the level of OCB displayed by the teachers.

2. Theoretical framework

2.1. The Definition and Features of Organizational Citizenship Behavior

In this field, the most widely acceptable definition for the OCB concept belongs to Organ (1988,1990). According to him OCB are the behaviors which are not included in the formal organizational rewarding system directly and often ignored as well. However at the same time they are regarded as the voluntarily performed behaviors which contribute to the organization as an entity in order to fulfill its functions in an efficient way.

On the other hand, Hunt (1999) defines OCB as favorable, natural and voluntary, nonobligatory behaviors of the workmen of an organization who have open general intentions. All of the definitions indicate the fact that OCB contains favorable behaviors which can be beneficial to the organization, administration, groups and the individuals. The study of the literature in the field shows that these behaviors are studied under two types. The first type of OCB yields active participation and contribution within the organization, whereas the second type of behaviors is seen as all actions refraining from doing harm to the organizational framework (Farh and et al., 1997; Bolino, 1999).

2.2. Dimensions of Organizational Citizenship Behavior

There hasn't been any reached consensus on the definition of OCB dimensions in the study of literature (Podsakoff and et al., 2000), and it can be seen that there have been over 30 definitions of OCB in various studies. Organ (1988) has examined the OCB under such topics as: a) Altruism b) Courtesy, c) Conscientiousness, d) Sportsmanship and e) Civil Virtue.

2.2.1. Altruism / Helping behaviors:

Helping behavior includes all types of voluntary actions of workmen displayed to help the fellow workmen in performing their work and overcoming problems within the organization (Organ, 1988; 1990; Podsakoff and et al., 2000). Examples of this attitude include helping beginners in getting used to work, sharing the work burden of fellow workmen, helping others in solving problems, training fellow workmen on utilization of new equipment, helping fellow workmen to works for required deadlines and obtaining the materials and equipment which is needed by fellow workmen(Podsakoff and et al., 2000). The helping behavior is not confined only to fellow workmen; it can be displayed also to the customers, venderors and the ones working in procurement (Organ, 1988,1990; Podsakoff and et al., 2000).

2.2.2. Courtesy :

Courtesy attitude covers up all behaviors for helping others in avoiding problems to occur. Examples of this attitude include trying to prevent other people from suffering as a result of a certain event, informing fellow workmen on work schedule about the points which must be taken into consideration in advance (Organ, 1988,1990; Podsakoff and et al., 2000).

2.2.3. Conscientiousness:

This attitude, defined as upholding high level work awareness, includes voluntary behavior that goes beyond the lowest expected role definition and performance of workmen more than expected lowest level. The examples often sited are low absenteeism levels, regular working at the workplace, being on time, using time outs without any cheating, being careful with deadlines and obeying rules (Organ, 1988). Another example may be working overtime for trying to finish a project without demanding overtime payment (Schnake, Dumler and Cochran, 1993).

2.2.4. Sportsmanship:

Sportsmanship is defined as refraining from actions which may lead to unfavorable tension at the workplace and maintaining synergistic atmosphere within the organization against any adverse incidents(Organ, 1988, 1990; Podsakoff and et al., 2000).The examples of this attitude include to refrain from exaggerating problems when they exist refraining from complaining about the work, not to blame somebody at the workplace, to be able to tolerate organizational problems, to behave such to avoid any tension or quarrel with fellow workmen during the times of crisis and to be always respectful in his/her relations with fellow workmen(Organ, 1988, 1990; Podsakoff and et al., 2000). Sportsmanship also covers to defend the prestige of the organization against those who are not in the organization (Netemeyer, Boles, McKee and Mc Murran, 1997).

2.2.5. Civil Virtue:

Civil virtue in this context means high level interest in and high level loyalty to the organization. Effective participation of workmen in the meetings, to show interest in policies of the organization, to make contributions and deliver opinions for the strategies of the organization, to cope with the changes in organizational framework, to observe the environment for avoiding any hazard to the organization, to report any unusual incidence in the workplace, to be ready against any risk are some of the examples of this behavior (Organ, 1988).

3. Methods

3.1. Design of the Research:

The research is conducted in terms of descriptive scan model in which the perceptions of school administrators about the teachers were measured.

3.2. Participants:

For this research 219 administrators in total, the breakdown of which as 55 principals (25%) and 164 vice principals (75%) participated in this research, randomly chosen from 4 secondary schools (2 of them standard secondary and the other 2 from professional and technical secondary schools) of 2 provinces of Turkey. Furthermore, 35 of them were female (16%) and 184 were male (84%).

3.3. Measures:

The level of organizational citizenship behavior of teachers as to the perceptions of school administrators was measured by "OCB scale" developed by Podsakoff and MacKenzie (1989) and based on the five dimensions of OCB by Organ(1988) and improved further by Podsakoff, MacKenzie, Moorman and Fetter(1990) and again by Moorman(1991). Alpha reliability cofficient of the scale for all dimensions (overall) has been found as 0.91. Reliability coefficients of individual dimensions are as follows: altruism 0.78, courtesy 0.78, sportsmanship 0.83, conscientiousness 0.83 and civil virtue 0.84. The factor analysis reveals that the dimensions of the adapted scale are consistent with the dimensions of the original scale.

3.4. Analysis of the Data:

In analysis of the research data, arithmetic averages were compared and t test, ANOVA, LSD techniques were used to determine the intergroup differentiation. For the interpretation of the arithmetic averages the interval of 1.00-1.79 was specified as "quite low", the interval of 1.80-2.59 as "low", the interval of 2.60-3.39 as "medium", the interval of 3.40-4.19 as "high" and the interval 4.20-5.00 as "quite high".

4. The findings and the interpretation:

According to the school administrators, the teachers (X=3.67) display "high" level of OCB. Again according to the school administrators, the teachers display "high" level OCB at all dimensions. The research shows that the highest level displayed is in courtesy (X=3.76) and altruism (X=3.72), civil virtue (X=3.68), conscientiousness (X=3.65) and the sportsmanship (X=3.55) follows in order.

Table I- The Studies of OCB in Educational Organizations of Turkey and the Arithmetic Averages thereof

Researcher and the research field	The Scale Degree of	Altruism		Courtesy		Sportsmanship		Conscientiousness		Civil Virtue		OCB (Mean)	
		$\bar{x}$	Level	$\bar{x}$	Level	$\bar{x}$	Level	$\bar{x}$	Level	$\bar{x}$	Level	$\bar{x}$	Level
Bu araştırmada	5	3,72	H	3,76	H	3,55	H	3,65	H	3,68	H	3,67	H
Ünal (2003)	5	3,91	H	--	--	3,94	H	4,06	H	3,78	H	3,92	H
Atalay (2005)	5	3,55	H	--	--	3,55	H	3,92	H	3,50	L	3,63	H
Polat (2007)	5	4,10			H	4,14	H	4,27	VH	3,92	H	4,10	H
		L: Low	M: Mid	H: High	VH: Very High								

Table 1 reveals that, the results of this study are in correlation with the evidence of other studies. The different studies conducted in the field of education in Turkey reveals the fact that the teachers display high level of OCB in general (Table I). On the other hand, the arithmetic averages are significantly different when the study based on the perceptions of teachers themselves conducted by Polat (2007) is compared with this study based on perceptions of school administrators about the teachers. The teachers consider that their OCB levels are higher than those observed by school administrators.

No meaningful and significant difference in the perceptions of school administrators has been detected about the OCB levels of teachers by the comparisons of sex, the ranking in administration(between principals and vice principals), and differentiation of the workplace as standard secondary school against professional-technical secondary school.

The differentiation in the ages of the administrators revealed a meaningful difference in the perception of OCB displayed by the teachers (F=2.650, p<0.05). The young administrators (3,54) when compared with medium age (3,73) and older (3,72) administrators state that the teachers display lower OCB levels. Among the OCB dimensions, only the perception of "civil virtue" of teachers has revealed a meaningful difference when the ages of participant administrators are taken into account (F=3.632, p<0.05). Younger participants (3,48) compared to medium age (3,75) and older (3,77) participants indicate that the teachers display the "civil virtue" dimension at lower levels.

The seniority of the participant administrators has also revealed a meaningful difference in the perception of OCB displayed by the teachers (F=3.908, p<0.05). Participants having lower seniority, when compared with others, think that the teachers display lower OCB levels. At the dimension level, the seniority of the participants has created a meaningful difference in "conscientiousness" and "civil virtue" dimensions. The participants with low seniority compared to participants having higher seniority, express that the teachers display low level OCB when conscientiousness and civil virtue is considered.

The reason behind the low level OCB perception by younger and less senior participants can be the fact that they might have much higher expectations from the teachers.

The working hours of participants has not displayed a meaningful difference in perception of the OCB levels displayed by the teachers (F=1.536, p>0.05). On the other hand, this has created a meaningful difference as far as "altruism-helping behavior" is concerned (F=.3.205, p<0.05). The participant groups who work longer hours think that the teachers display low level "altruism-helping behavior". The reason can be that participants who work longer work hours at schools might have a greater opportunity in making observations on the behaviors of teachers regarding "altruism-helping behavior".

5. The conclusion and the Recommendations:

This study reveals as a conclusion that the teachers display "high level" OCB in general and at the dimensional levels. When this conclusion is evaluated considering the organization and the individuals, it will be reflected very positively to the school and the classrooms. However, if this effect can be upgraded to the "quite high level" of the OCB scale, this advantageous result will be much more fruitful. Thus, the efficient new ways to improve the OCB level should be sought. It is clear that this will require further commitment from the school administrators.

When we were scanning the literature of the field to conduct this study, we have determined that OCB is influenced by too many variables (Polat 2007). The increase in the adverse feelings about the work done, emotional exhaustion and doubtfulness tends to reduce the OCB levels of the workmen. On the contrary, as the factors like having pleasant feelings about the workplace, support, equality, job satisfaction, loyalty to the organization, organizational confidence, fairness in the organization, organizational identity, organizational substitution, perception of satisfactory wage, good feelings about the work, interest in the organization, the feeling of social responsibility and motivation increases, this tends to increase the display levels of OCB. Furthermore, there are still other factors which can affect OCB display level of teachers such as the perception of ethical behavior, ethical environment, to be self-governed at work, character image of administrators, leadership, interchange of leadership. As the leadership and the interchangeability of leadership features are improved, this will have a favorable impact on OCB levels displayed. The school administrators ought to be aware of these variables that might have significant impacts on the OCB levels of the teachers. In addition, they can take necessary measures in order to improve the OCB levels of the teachers by managing and controlling such factors.

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