A STUDY OF RELATIONSHIP BETWEEN ORGANIZATIONAL CITIZENSHIP BEHAVIOUR AND ORGANIZATIONAL CLIMATE OF SECONDARY SCHOOL TEACHERS

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Abstract

When we perform above and beyond expectations by helping others at work, our efforts aggregate over time, which benefits our organization's effectiveness and often helps us receive more favourable performance evaluations (Bret L. Simmons 2013). The performance of extra-role, non-obligatory, and unrewarded tasks and activities in teaching is perceived by teachers who perform these tasks to have some influence upon themselves, their students and the whole school (Izhar Oplatka, 2009). It is with this view as to understand the role of Organizational Citizenship Behaviour as presented by the teachers in relation to the organizational climate, this study has been undertaken. The following text gives us a clear picture of the same. The present study focuses on Organizational Citizenship Behaviours demonstrated by Secondary School Teachers in relation to their Organizational Climate. The authors wanted to understand the correlation of Organizational Citizenship Behaviour and Organizational Climate amongst English Medium Secondary School Teachers across various boards. In all, 528 secondary school teachers, both male and female from secondary schools across Greater Mumbai, Thane and Navi Mumbai were selected for the study. The findings reveal that there is no significant relation between the Organizational Citizenship Behaviour (OCB) of Secondary School Teachers (SST) and the Organizational Climate of their schools.

Introduction

Organizational Citizenship Behaviour is an important factor that "aggregate promotes the effective functioning of the organization" (Organ, 1988). OCBs have been linked to many work-related factors, for example, it has been associated with organizational commitment (Bolon, 1997), and transformational leader behaviors (Podsakoff et al., 1990). Studies have found that OCB is associated with job satisfaction (eg. Bolon, 1997). The persons with OCBs are found to be cooperative, helping, caring and conscientious. OCB is a multidimensional construct and can be explained more appropriately on the basis of various recipients of these extra- role behaviours rather than on the basis of nature of these behaviours. (Shaheen M,

Gupta R, & Kumar Y, 2016). Perception of organizations towards OCB is important to facilitate commitment, especially identification with involvement in the organization (Chaitanya SK & Nachiketa T, 2001). More experienced employees show significantly higher level of OCB than those who are less experienced. (Singh Akhilendra & Singh AP, 2010) OCB is a term that encompasses anything positive and constructive that employees do voluntarily, which supports co-workers and benefits the organization. Typically, employees who frequently engage in OCB may not always be the top but they are the ones who are known to 'go the extra mile' or 'go above and beyond' the minimum efforts required to do a merely satisfactory job.

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Organizational Climate

Organizational climate is the process of quantifying the "culture" of an organization. It is a set of properties of the work environment, perceived directly or indirectly by the employees, that is assumed to be a major force in influencing employee behavior. Organizational Climate has significant effect on the performance of human resource management. (Zhang J, 2010) Organizational commitment and organizational climate are positively correlated with each other. (Iqbal A, 2008 and Bahrami MA, Barati O, Alfaraj RM & Ezzatabadi MR, 2016) Organizational climate and employees' satisfaction are positively correlated. (Castro ML, 2008) Organizational climate is positively correlated with financial performance, operational performance and employee engagement. (Putter L, 2010) Work environment, competency, management effectiveness, teamwork and compensation are very important elements of creating positive organizational climate. (Laghari IR & Goraya NA, 2010) The learning achievement of the students belonging to the organizations having better climate is significantly higher than those studying in the other schools. (Singh Y G, 2011) The organizational climate is the general emotional factor, which appears to be present in the interactions occurring between individuals in face to face situation of groups. (Mohan N. & Ashok J, (2011)

Considering the importance of extra role behaviour (OCB) in educational institutions along with the organizational climate (OC) of the schools, the researcher was curious to know how the two constructs OCB as exhibited by the Secondary School Teachers and the OC of the schools across the Board of Maharashtra, CBSE and ICSE Board Schools are related with each other.

Need and Significance of the Study

The teachers in educational institutions are expected to go beyond the framework of policies and principles and create their unique vision. For this, the school leaders and management should also check for the resources to be made available to the teachers from time to time. There have been several researches in India and abroad to study the relationship between OCB and OC at different levels of organizations. Most of the researches are conducted for the employees, supervisors and leaders of non- educational organizations, mainly for the corporates, banking and the IT sectors. Research conducted in educational institutions, has more or less catered to the teaching and non- teaching staff at higher education level. There have been a very few researches conducted on school level teachers. It was at this point that the researcher felt the need to study relationship between OCB of the secondary school teachers (SST) and the OC of the institutions they belong to. The researcher strongly believes that the OCBs are much needed in educational institutions at school level and climatic conditions such as good infrastructure, visionary leadership, training & development, motivation, incentives, approach, etc enhance citizenship activities among the teachers. The most essential task of the teachers at school level is to lay a strong foundation by setting examples of their own in order to create and nurture the future of our country. This could be easily achieved by providing conducive climate to the teachers. The citizenship behaviours play a great role in achieving this ultimate task. Thus a study of relationship between OCB and OC can be an eye opener for many educational organizations.

The study will guide the policy makers to restructure the HR policies such as training and development activities, incentive planning, etc. The present study highlights that desirable behaviour which demands selfless contribution of teachers. Hence, the study will be useful for the teachers of secondary schools to reflect their own behaviour and activities and check their stand specifically with reference to the climate of their organisation. This will also help them in changing their mind set about climate as only being the physical environment. The principals of secondary schools will be sensitized to the need for developing OC of their organizations as the same could affect OCB of teachers. Principals will come to know the type of leadership that develops OCB as well as OC in their schools. The Principals will start thinking on creating avenues for developing and nurturing OCB and OC. The Management of schools will be able to understand the importance of sound climate in the schools.

Objective of the Study

To find the relation between the Organizational Citizenship Behaviour (OCB) of Secondary School Teachers (SST) and their Organizational Climate (OC)

Hypothesis

$H_01.$ There is no significant relation between the Organizational Citizenship Behaviour (OCB) scores of Secondary School Teachers (SST) and their Organizational Climate (OC) scores.

Operational Definitions of Key Terms

Organizational Citizenship Behaviour (OCB): According to Organ (1988), Organizational Citizenship Behaviour (OCB) is defined as individual behaviour 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.

In the present study, the following traits are considered to be the indicators of the Organizational Citizenship Behaviour (OCB) of teachers:

➢ Responsibility: is accountable and committed to the institution;
➢ Respect for self and others: takes pride in identifying with the organization and in one's role in it;
➢ Compassion: cares for other people in the organization and its reputation;
➢ Honesty: is transparent and honest towards stakeholders;
➢ Courage: to do difficult and unpleasant things in the interest of the institution.

The OCB is indicated by the total scores of the teachers on an OCB Scale prepared by the researcher.

Organizational Climate (OC): The organizational climate is the socio emotional climate that prevails in the school as is reflected in the institution's practices and procedures, behaviour and the attitude of the teachers towards their work and their institution. The physical and the socio emotional climate that exists in the secondary schools- the organizational culture, the infrastructure, the role relation that exists between the secondary school teachers and their Principal, the teaching and non teaching staff and the style of leadership exhibited by the Principal and the norms of the institution. Organizational Climate (OC) is indicated in the study by the total scores of the Secondary School Teachers (SST) on an *Organizational Climate Questionnaire developed by Adrian Furnham and Leonard D.Goodstein (1997)*

Secondary School Teachers (SST): These are the teachers teaching in classes V to X of various schools following SSC, CBSE and ICSE curricula, which are located in Mumbai, Navi Mumbai and Thane.

Scope of the study

The study sought to ascertain the relationship between Organizational Citizenship Behaviour (OCB) of 528 secondary school teachers from across the various school Boards in Greater Mumbai, Thane and Navi Mumbai in relation to Organizational Climate.

Delimitations of the study

1. The study was delimited to near about 528 teacher respondents from secondary schools located in Mumbai, Navi Mumbai and Thane.
2. The sample for the study was delimited to the teachers from English medium schools affiliated to SSC, CBSE and ICSE boards only.
3. The study could not have teachers with both genders in equal numbers.
4. The tools for data collection were delimited to rating scales only.

Research Design

The present study is a descriptive corelational survey. The study sought to determine whether, and to what degree, a significant relationship exists between Organizational Citizenship Behaviour (OCB) of secondary school teachers (SST) and the Organizational Climate (OC) of their schools.

Participants

The sample selected for the present study consists of 528 secondary school teachers, both male and female from secondary schools across Greater Mumbai, Thane and Navi Mumbai. The researcher made use of *simple random sampling technique* to select the sample for the study by following the lottery system to select the schools.

Thus, 42 schools were selected of which 19 schools were SSC Board, 11 schools with ICSE curriculum and 12 schools following CBSE curriculum. Only the teachers teaching in the secondary sections of these schools were selected to be the participants of the study.

Tools for Data Collection

Organizational Citizenship Behaviour (OCB) Scale: Organizational Citizenship Behaviour (OCB) Scale was prepared and standardized. Several items have been drawn from the standardised tools prepared by Van Dyne et al. (1994) and Moorman and Blackely (1995). The tool consists of 58 items categorised into 6 dimensions namely helping, sportsmanship, organizational loyalty, organizational compliance, individual initiatives and self-

development. Organizational citizenship behaviour (OCB) scale is a Likert scale with the items to be ticked on a seven point rating scale - from Strongly Disagree (1) to Strongly Agree (7).

The internal consistency reliability of the tool calculated using *Cronbach's Alpha* was found to be 0.8655.Content Validity and Construct Validity were established by seeking opinion of the experts.

Table 1 Scoring of the Organizational Citizenship Behaviour (OCB) Scale

Items	Strongly Agree	Agree	Neither Agree Nor Disagree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
1-58 (except 15, 17, 18, 22, 30)	7	6	5	4	3	2	1
15, 17, 18, 22, 30	1	2	3	4	5	6	7

The total score of Organizational Citizenship Behaviour (OCB) was established by adding the scores of all the dimensions. The total maximum score of OCB scale is 735.

Organizational Climate Questionnaire (OCQ) Scale: Organizational climate questionnaire (OCQ) scale is a standardized tool prepared by Adrian Furnham and Leonard D. Goodstein (1997). Organizational climate questionnaire (OCQ) scale is a Likert scale with the items to be ticked on a seven point rating scale - from Strongly Disagree (1) to Strongly Agree (7). The scale consists of 105 items categorised into 14 dimensions such as role clarity, respect, communication, reward system, career development, planning & decision making, innovation, relationship, teamwork and support, quality of service, conflict management, communication & morale, training & learning and direction.

Scoring of the tool: All the items were positively worded. Scoring keys were established as Strongly Agree=7, Agree = 6, Somewhat Agree = 5, Neither Agree Nor Disagree = 4, Somewhat Disagree = 3, Disagree = 2 and Strongly Disagree = 1. The total Score of organizational climate was established by adding the scores of all the dimensions. The total maximum score of OC tool is 406.

Table : 2 Descriptive Analysis of Organizational Citizenship Behaviour (OCB) Scores and Organizational Climate (OC) Scores of the Participants

Sr. No.	Variables	N	Mean	Median	Mode	SD
1	Organizational Citizenship Behaviour (OCB)	528	608	611	592	60.2
2	Organizational Climate (OC)	528	343	342	328	43.0

While comparing the mean score of Organizational Citizenship Behaviour with the maximum score of OCB, it is found that the mean OCB Score is 82.7% of the maximum score. Similarly the mean Organizational Climate score is 84.5 % of the maximum score of OC.

Verification of the Hypothesis $H_0 1$

The hypotheses reads*:* There is no significant relation between the Organizational Citizenship Behaviour (OCB) scores of Secondary School Teachers (SST) and their Organizational Climate (OC) scores*;*

The statistical technique used to test this hypothesis is Pearson's co-efficient of co-relation(r). The following table shows the relevant statistics:

Table: 3 Significance of the Correlation of Organizational Citizenship Behaviour (OCB) Scores and Organizational Climate (OC) Scores of the Participants

Variables	N	df*	r	LOS**
OCB and OC	528	526	0.319	S at 0.01 level

df: degrees of freedom; LOS**-Level of Significance*

Interpretation: From the table, it could be observed that the obtained value of *r (0.319)* is more than the table value at 0.01 level (0.081). Therefore, the null hypothesis is rejected.

Finding: There is a low, positive correlation between Organizational Citizenship Behaviour and Organizational Climate among the Secondary School Teachers.

Discussion: OCBs are voluntary citizenship behaviours which normally depend on the climatic conditions, management policies and physical environment. Role clarity, communication, good salary, reward system, developmental programmes, team work, support from the superiors, etc matter a lot for employees in any organization. A teacher, who is mentally sound, financially sustainable and emotionally attached with the organization, tends to perform beyond expectations. Such teachers go out of the way to help their students, participate in school development activities, thereby exhibiting citizenship behaviours in their

overall presentation. A low, yet significant positive correlation between OCB of participants and OC of schools clearly demonstrates the requirement of positive climatic conditions for school teachers in order to exhibit citizenship behaviour in their schools.

Conclusion

The results suggest that there is a low, positive correlation between Organizational Citizenship Behaviour (OCB) of secondary school teachers (SST) and their Organizational Climate (OC)

Suggestions for developing Organizational Citizenship Behaviour among teachers

In order to develop Organizational Citizenship Behaviour among teachers, it is essential to have provision of sound, conducive climate. The same could be nurtured through timely motivational activities conducted by school leaders. School Management should strategically plan to have growth avenues for top performers. More emphasis should be given to train teachers in their areas of strength so that bonding with the organization gets strengthened. A teacher who is physically, mentally, emotionally and financially sound with the provision of positive climate, will surely exhibit extra- role behaviours. Hence more emphasis should be given on developing and nurturing positive culture of professionalism. Outing, informal programmes and get together activities should be included in routine of teachers. Good, healthy reward system should be incorporated by the school management. Effective and unbiased system of communication be developed. Each and every teacher should be inducted about his/ her role, expectations of the organization and the mission and vision of the institution. This demands regular review & improvisation in the system along with progressive, instructional and visionary leadership demonstrated by School leaders and Top Management.

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