ORGANISATIONAL CITIZENSHIP BEHAVIOUR AMONG THE COLLEGE TEACHERS IN NAGERCOIL TOWN

V.K .JEENS FRIRO
Assistant Professor
Department of Business Studies and Centre for Research
Scott Christian College (Autonomous), Nagercoil

ABSTRACT

OCB ie., Organizational Citizenship Behaviour has been explored and researched by scholars for more than twenty five years and it continues to be an area of interest for scholars. OCB refers to the voluntary behaviour/s exhibited by the employees while in the organization, as good citizens of the organization. This paper is an effort to understand whether the college teachers put in their efforts for their institution after their regular working hours. Keywords: College Teachers, voluntary behaviour, working hours.

INTRODUCTION

The world is looking forward to high performance organizations, which would provide high job satisfaction to their employees and would also cherish excellence and effectiveness. This could be achieved if we could develop organizational citizenship.

Organizational citizenship behavior has been studied since the late 1970s. Over the past three decades, interest in these behaviors has increased substantially. Organizational behavior has been linked to overall organizational effectiveness, thus these types of employee behaviors have important consequences in the workplace.

Organizational Citizenship Behavior (OCB). OCB is a relatively new concept in performance analysis but it represents a very old human conduct of voluntary action and mutual aid with no request for pay or formal rewards in return. The concept was first introduced in the mid 1980s by Dennis Organ (21) and theory on in this area has expanded rapidly in the following years.

REVIEW OF LITERATURE

Organ (1988) suggested that high levels of OCB should lead to a more efficient organization and help bring new resources into the organization. In Organ's explanation, securing needed resources refers not only to the attraction of new members or raw materials, but also to such intangible factors as company good will, or the external image and reputation of the organization. Thus, customer perceptions of the organization's products or services could be an external assessment of effectiveness that is influenced by OCB.

A few studies have shown that OCB are positively related to indicators of individual, unit, and organizational performance (Werner, 1994; Podsakoff & MacKenzie, 1994; Podsakoff, Ahearne, & MacKenzie, 1997; Walz & Niehoff, 2000;).Like most behaviors, OCB are probably multi-determined. That is, there is no one single cause of OCB. Theoretical frameworks for all other classes of organizational behavior, from job performance to turnover to absenteeism, include multiple sources of causation. It makes sense to apply the same rationale to OCB. Relaxing the "single cause" parameter will keep the search for determinants of OCB from becoming narrow in focus and exclusionary in conceptualization.

STATEMENT OF THE PROBLEM

Research of organizational citizenship behaviors has been extensive since its introduction around twenty years ago (Bateman & Organ, 1983). The vast majority of organizational citizenship behavior research

since has focused on the effects of organizational citizenship behavior on individual and organizational performance. There is consensus in the field that organizational citizenship behaviors are salient behaviors for any business concerns which also includes educational institution. The thrust area is to know whether the college teachers are willing to serve the institution and students after their regular working hours.

OBJECTIVES OF THE STUDY

- To understand the attitude of college teachers towards their added responsibilities.
- To find out the willingness to work after the working hours.

SCOPE AND METHODOLOGY

The researcher has selected five colleges in the Nagercoil town. The primary data was collected from 100 college teachers; representing 20 teachers from each college using structured questionnaire. The secondary data was collected from various published research papers and websites. The researcher has used convenience sampling method for collection of data from various respondents.

COLLEGE TEACHERS AND OCB

College teachers play a vital role in shaping up the destiny of the young minds. Thus, it is important to know the attitude of teachers towards their added responsibilities and their willingness to work after their working hours. Table I, shows the attitude of teachers towards their added responsibilities when they are assigned by the college management.

Table I
Attitude of teachers towards their added responsibilities

Responsibilities	No. of Respondents/ Percentage basis
Extra hours for week students	32
ICT teaching	15
Student Discipline	27
Preparing students for off-campus programmes	17
Campus Development Programmes	9
Total	**100**

Source : Primary Data

Likerts Five Point Scaling Technique has been used to find out the perception of college teachers towards their OCB skills, which need to be kindled for the welfare of the students. (Table II)

TABLE II
PERCEPTION OF COLLEGE TEACHERS REGARDING THEIR OCB SKILLS

Factors	Mean Score	Rank
Willingness to handle extra hours for week students	4.21	I
Giving importance to ICT teaching	4.17	II
Becoming quality conscious for teaching	4.03	III
Developing students to participate in off campus programmes	3.96	IV
Maintaining proper records of students presentation	3.91	V
Helping students to prepare their projects and assignments	3.84	VI
Motivating students to improve their communication skills	3.82	VII
Setting priorities for students discipline	3.77	VIII
Accompanying students for tours and industrial visits	3.74	IX
Self engagement in workshop/seminars/paper presentations	3.65	X

Source : Primary Data

The average score is 2.5 (5/2). Hence, mean score above 2.5 indicates that the college teachers percepts high towards their OCB skills when compared to the other factors with a score below 2.5 mean score.

Table II infers that 'Willingness to handle extra hours for week students' ranks first with a mean score of 4.21, followed by 'Giving importance to ICT teaching' ranks second with a mean score of 4.17. The last rank was secured by the factor 'Self engagement in workshop/seminars/paper presentations' with a least mean score of 3.65.

Conclusion

Research on the topic of organizational citizenship behaviors has dramatically increased over the past decade. However, this rapid growth in research has resulted in the development of several problems, including the need to better understand the conceptual similarities and differences between various forms of citizenship behavior, as well as their antecedents and consequences. In this paper, the trial has been taken to address these issues, as well as identify useful avenues for future research. Overall, this is an exciting and dynamic field of research, and it is hopeful that this paper will help to speed progress in this area by highlighting several key issues that are in need of attention in the higher education campus.

References:

Allen, T. D., & Rush, M. C. 1998. The effects of organizational citizenship behavior on performance judgments: A field study and a laboratory experiment. *Journal of Applied Psychology*, 83: 247–260.

Avila, R. A., Fern, E. F., & Mann, O. K. 1988. Unraveling criteria for assessing the performance of sales people: A causal analysis. *Journal of Personal Selling and Sales Management*, 8: 45–54.

Bateman, T. S., & Organ, D. W. 1983. Job satisfaction and the good soldier: The relationship between affect and employee "citizenship." *Academy of Management Journal*, 26: 587–595.

Davis, M. 1983. Measuring individual differences in empathy: Evidence for a multidimensional approach. *Journal of Personality and Social Psychology*, 44: 113–126.

Fiske, S. T., & Pavelchak, M. 1986. Category-based versus piecemeal-based affective responses: Developments in schema-triggered affect. In R. M. Sorrentino & E. T. Higgens (Eds.), *The handbook of motivation and cognition: Foundations of social behavior*: 167–203. New York: Guilford.

Fornell, C., & Larcker, D. F. 1981. Evaluating structural equation models with unobservable variables and measurement error. *Journal of Marketing Research*, 18: 39–50.

George, J. M. 1990. Personality, affect, and behavior in groups. *Journal of Applied Psychology*, 75: 107–116.

Kim, W. C., & Mauborgne, R. A. 1998. Procedural justice, strategic decision making, and the knowledge economy. *Strategic Management Journal*, 19: 323–338.

Konovsky, M. A., & Pugh, S. D. 1994. Citizenship behavior and social exchange. *Academy of Management Journal*, 37: 656–669.

Kouzes, J. M., & Posner, B. Z. 1987. *The leadership challenge: How to get extraordinary things done in organizations*. San Francisco: Jossey-Bass.

Lowery, C. M., & Krilowicz, T. J. 1994. Relationships among nontask behaviors, rated performance, and objective performance measures. *Psychological Reports*, 74: 571–578.

MacKenzie, S. B., Podsakoff, P. M., & Ahearne, M. 1996. Unpublished data analysis. Indiana University School of Business: Bloomington, Indiana.

MacKenzie, S. B., Podsakoff, P. M., & Ahearne, M. 1998. Some possible antecedents and consequences of in-role and extra-role salesperson performance. *Journal of Marketing*, 62: 87–98.

Organ, D. W., & Ryan, K. 1995. A meta-analytic review of attitudinal and dispositional predictors of organizational citizenship behavior. *Personnel Psychology*, 48: 775–802.

Orr, J. M., Sackett, P. R., & Mercer, M. 1989. The role of prescribed and nonprescribed behaviors in estimating the dollar value of performance. *Journal of Applied Psychology*, 74: 34–40.

Park, O. S., & Sims, H. P., Jr. 1989. Beyond cognition in leadership: Prosocial behavior and affect in managerial judgment. Working paper, Seoul National University and Pennsylvania State University.

Pearce, J. L., & Gregersen, H. B. 1991. Task interdependence and extra-role behavior: A test of the mediating effects of felt responsibility. *Journal of Applied Psychology*, 76: 838–844.