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ARTICLE

Organizational Citizenship Behavior in Educational Settings in Pakistan

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Abstract

Organizational citizenship behavior refers to non-paid voluntary activities engaged in by staff of any organization. This article provides a review of the literature on such behaviour in Pakistan.

Key Words: Organizational citizenship behaviors, education, Pakistan, antecedents, predictors.

Introduction

Organizational Citizenship Behavior (OCB) is used extensively in many of the previous research as it has established an effect on the organizational usefulness, in general (Walz&Niehoff,1996). OCB is sometimes, also, referred to as extra-role behaviors that includes behaviors that go far from the formal job description of the employees. Employees extend their work capacity to all other non-formal roles for which they expect no rewards, recognition, or formal appreciations from the high-ups (Organ,1988). Therefore, it is worthy of interest to understand the defining settings and factors that cause these behaviors in an employee, so that we may know that how these behaviors get stimuli and when they come to action. In their research, LePine, Erez and Johnson (2002) have illustrated that employees show significant organizational citizenship behaviors when their leaders in the organizations show support and interest in them. According to Aquino and Bommer (2003) citizenship behaviors in an organization may increase the societal attractiveness in an organizational workplace as they project positivity. Also when OCB stereotypically characterized as positive behaviors, employees who unveil such behaviors may become more socially attractive and their chances of taken as a friend or a trust worthy partner may rise substantially. Contrary to this, when an employee who never extends his helping hand to colleagues may be seen as aloof and disinterested in the organizational setup of working (Owen, Pappalardo, & Sales, 2000). One must be clear in defining OCBs as formally defined and outlined behaviors, even if they are performed in an exceptional way, they will not be called as OCBs. However, it should be given due importance that job roles and requirements for higher level positions are more flexible and less formal hence, making it more difficult to draw a line between role behaviors of a job and OCBs (Organ & Ryan, 1995, p. 791).

In Pakistani context where unemployment still remains an issue, as per Abdullah, Raza, and Akhtar (2015) and only little work has been carried out in respect of the OCBs, especially in the field of education it is minimal. The OCBs in education are considered pivotal throughout the developed countries as the literature reveals positive outcomes and predictions of the OCBs at workplace. This theoretical review article is basically catering the need of compiling the literature of OCB in education in Pakistan as well as critically examining it. This research article will also throw light on the antecedents of OCBs and the consequences of OCBs. The other objective of this review article is to conceive the predictions of the OCBs found relevant and supported in the literature.

Organizational Citizenship Behavior

According to Organ (1997) OCB is an “Individual behavior on the basis of “volunteerism”; helping without taking into consideration the formal reward system and it helps in achieving success and output of the institution.”

Literature of the recent past highlights OCBs by categorizing the behaviors in two main domains which are known as “role behaviors” and “extra-role behavior”. Extra role behaviors are employee contributions in a workplace which are not a part of his designed job description and therefore no rewards are given for them (Owen et al. 2000). According to Castro, Armario, and Ruiz (2004) it is a bit difficult for an organization to differentiate between role behaviors and extra-role behaviors because what upper management or heads think of the performance of their juniors might not conform to their subordinates’ perceptions in the organization. Extensive research is carried out to date on the dimensions and factors of OCB. William and Anderson (1991) identified two groups of OCBs which are Organizational Citizenship Behaviors for Individual (OCB-I) and Organizational Citizenship Behaviors for Organization (OCB-O). From a theoretical orientation, making a distinguishing difference in OCB-O and OCB-I is significant because OCB-I fosters the interpersonal facets of the citizenship behaviors and OCB-O emphasizes the view of organizational goals, philosophy, and work citizenship (Spitzmuller, Dyne & Ilies, 2008). In the past there have been numerous studies highlighting these two groups of OCBs like Mohammad, Habib and Alias (2011) and (Belogolovsky & Somech, 2010). A big number of research suggest that there are five fundamental factors that affect a majority of the variances in the behavior (Costa & McCrae, 1992) and these dimensions are categorized as altruism, civil virtue, conscientiousness, courtesy, and sportsmanship. Several recent research in the field of education have used these five dimensions of OCB, the likes of (Abdullah & Akhtar, 2016; Gonzales & Wagenaar, 2006; Lo & Ramayah, 2009; Ehtiyar, Alan & Omuris, 2010; Mehboob & Bhutto, 2012; Neeta, 2013; Telghani & Mehr, 2013; and Unal, 2013).

In educational settings in Pakistan OCBs are studied variedly. A study conducted by Iqbal, Aziz, and Tasawar (2012) viewed the impact of organizational justice on OCB in universities of Pakistan. They concluded that organizational justice does have an impact on the OCBs in educational institutions up to 7.1%. Nazir, Aslam and Nawaz (2011) while studying the organizational citizenship behaviors in universities of Pakistan, took leader-member exchange (LXM) as a mediating variable and found in their empirical conclusions that LXM only partly arbitrates the relationship of distributive justice and OCBs in teachers. Noor (2009) states in her study that, Pakistan is an under research country in the field of OCBs.

These studies focusing OCBs were concentric to US and UK in the beginning, only recently have OCBs been researched in the international settings including but not limited to Australia, China, Hong Kong, Japan, Singapore, and Taiwan (Chen, Hui, & Seago, 1998; Hui, Law, & Chen, 1999; Lam, Hui, & Law, 1999; Tang, Furnham, & Davis, 2002; Van Dyne & Ang, 1998). In Pakistani context, a little research is carried out in organizational citizenship behaviors (Noor, 2009; Naeem, Malik, & Bano, 2014). A few worth mentioning studies conducted in Pakistan are (Abdullah & Akhtar, 2016; Aslam, 2012; Iqbal, Aziz, & Tasawar, 2012; Irshad & Hashmi, 2014; Nazir, Aslam, & Nawaz, 2011; Noor, 2009).

Theoretical Background of OCB

Norm of reciprocity is a basic fundamental principle considered behind the construct of OCB (Abdullah & Akhtar, 2016). Norm of reciprocity implies that an employee will do good gestures for others only if he assumes that he will be reciprocated with the same good gestures. Schroeder (2010) explains in his working paper that first, if employees assume that the treatment of their peers, seniors and juniors is fair with them, then according to the norm of reciprocity, the employees would respond positively to them (Blau, 1964). So people perform OCB's in order to give back to the organization, or organizational leader. This explanation is typically associated with the group-value literature, placing heavy emphasis on the quality of the relationship, such that employees are guided to return benefits in order to maintain the social exchange relationship (Cropanzano & Mitchell, 2005; Cropanzano, Byrne, Bobocel, & Rupp, 2001). The second thought of reasoning is parallel but somewhat more practical: Since, I am given respect, I might perform exceedingly well considering that my inputs will be compensated in the long-run. By default, these descriptions suggest a trade-off that if an employee suffers in a short run believing that he or she will be rewarded for that sacrifice in the long run for their efforts (Organ & Moorman, 1993).

Antecedents of OCB

On critically examining the OCB construct review the researcher identified the following antecedents of OCB based on the studies of (Bateman & Organ, 1983; Beber & Rofcanin, 2012; Blau, 1964; Locke, 1976; Motowidlo, 2000; Neuman & Kickul, 1998; Organ, 1988; Podsakoff & MacKenzie, 1997) 1) positive attitudes 2) negative attitudes 3) self-serving motives 4) personality 5) leadership 6) task characteristics 7) group and organizational characteristics. Concluding the antecedents, it was observed that job attitudes, task variables, and various types of leader behaviors were more prone to show a relatively substantially positive relationship to OCBs than the other factors. Many other research, the likes of, (Bateman & Organ, 1983; Moorman, 1991; Moorman, Niehoff, & Organ, 1993; Organ, 1988; Smith, Organ, & Near, 1983), narrated that job satisfaction, perceptions of fairness, and organizational commitment were showing a positive correlation with OCBs in an organization.

Task variables are another prominent factor in the antecedents of OCBs as it also shows positive relationship with organizational citizenship behaviors, in spite inconsiderable attention was stressed on them in the OCB literature. Scientific research in the recent past has emphasized four classifications of antecedents of OCBs. According to Podsakoff, MacKenzie, Paine, and Bachrach (2000) these are: individual (employee) characteristics, task characteristics, organizational characteristics, and leadership behaviors. The role of dispositions, attitudes, and motivations as antecedents of OCBs are also found in the work of (Spitzmuller et al. 2008). The Citizenship Motivation Scale (CMS) developed by Rioux and Penner (2001) demonstrated three vital factors as antecedents of OCBs which were; pro-social values; organizational concern; and impression management. Organizational commitment is also found to be a predicting variable for the OCBs in university teachers of Pakistan (Noor, 2009).

Summing up, there is a dire need to research all these antecedent of organizational citizenship behavior in educational settings in Pakistan, in order to establish the contextual grounds of the variables.

Predictions of OCB

Upon minutely re-visiting the relevant literature on OCBs and predictions made thereof, it is illustrated that a study conducted by (Abdullah & Akhtar, 2016) revealed significant prediction of Job satisfaction, empirically, through OCBs, the study is of interest as it revealed data from the varsity teachers of Pakistan. Another study in this regard showed relevant significant prediction of the organizational commitment through OCBs (Mehrabi, Alemzadeh, Jadidi, & Mahdevar, 2013). It also predicted organizational culture, organizational values, and philosophy of the organization. Performance appraisals is also one of the predictive consequence of the OCB (Johnson, Holladay, & Quinones, 2009; MacKenzie, Podsakoff, & Fetter, 1993). According to Johnson et al. (2009) positive OCB in an organization will predict performance appraisals for the employees.

In their empirical research, Chen, Hui, and Sego (1998) concluded that turnover could also be predicted by the level of OCB in an organization. They also suggested that turnover can be reduced if OCB levels are up in any given organization. OCB also helps in predicting the selection process of the educators as well as other professionals in any organization (Podsakoff, Whiting, Podsakoff, & Mishra, 2011). Impression management is often related to as the originating factor in the OCBs, however, (Farrell & Finkelstein, 2011; Halbesleben, Bowler, Bolino, & Turnley, 2010; Hui, Lam, & Law, 2000) added in the literature through their respective works that OCB may also predict impression management behavior of the employees in an institute.

In a nutshell, literature in Pakistan is still not sufficient to establish prediction patterns of organizational citizenship behaviors. It is recommended to have OCB as an investigating variable in studies both in business and in education disciplines. Concrete research based evidences shall strengthen the prediction patterns of the OCBs.

Discussion

The purpose of this review article was to minutely study the literature and body of knowledge on the Organizational Citizenship behavior in educational settings in Pakistan. It was also aimed at collecting all the relevant research done so far on OCB in education in Pakistan. The article by scientifically reviewing the research in the recent past has concluded that there is vast literature available in the contemporary world related to the OCBs of employees and teachers in the organizations and institutions. Little work, however, has been done in educational settings in Pakistan. As developing country and still lacking the literacy rate, Pakistani educational institutions require especial emphasis on the OCBs in their educational system. The dropout rate remains an area of grave concern even after years of working on it. The government is taking keen steps to uplift literacy rates, to reduce dropouts, and to give quality education to the masses.

As suggested by the review, OCBs should be encouraged in education sector as they will enhance the behaviors of the teachers not only toward themselves, but also among their students. This will encourage the teacher-student learning process and help the cause. The review further suggested that there is still lot to be covered in organizational citizenship behavior context in educational settings and the predictions made OCBs still need extensive research to establish a strengthened opinion. Relating to the objectives of this paper, the researcher has endeavored to produce extensive literature on the variable making clear distinctions in the antecedents and predictions of the organizational citizenship behaviors. This paper significantly adds to the understanding of the variable and its implications for educational system of Pakistan thus, achieving the prime objective of this research.

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