

## **Exploring Teachers' Citizenship Behavior at Public Universities of the Punjab**

Sajid Mahmood Sajid\* and Mahr Muhammad Saeed Akhtar\*\*\*

---

### **Abstract**

The study was designed to explore the citizenship behavior of public sector university teachers. The study was quantitative in nature. The public sector universities of the Punjab province were population of the study. The researchers adopted multistage sampling technique and randomly selected six universities and from those six universities, 400 university teachers were selected proportionately. A survey questionnaire in the form of five point Likert scale was distributed to collect data. The compiled data were analyzed by employing MS-Excel 2010 along with Statistical Package for Social Sciences (SPSS) version 20. The university teachers' citizenship behavior was tabulated by calculating Mean scores of the respondents. It was explored that the teachers showed strong citizenship behavior at public sector universities of the Punjab. The researchers recommended that the citizenship behavior may also be investigated, recognized and acknowledged at all other levels of educational institutions and organizations of Pakistan.

**Keywords:** Citizenship behavior, university teachers, public universities

---

\*Ph.D. Scholar, University of the Punjab, Lahore.

Email: smsajidtbw@gmail.com

\*\*Professor (Rtd), University of the Punjab, Lahore.

Email: mahrsaeed1@yahoo.com

## Introduction

In this modern age, citizenship behavior is the mouth word of theorists and practitioners across the globe. The nature and philosophy of the organizations and their working conditions have been changed dramatically. Thus, the role of organizational workers has also been changed. This changing role of the employees gave birth to extra volunteer timing which the workers paid to the organizations. This extra role behavior was termed as organizational citizenship behavior. Organizational citizenship behaviour is clarified in a best way under the umbrella of following model.

### Organ's Five-Factor Model

Researchers like, Podsakoff, Mackenzie, Paine, and Bachrach (2000) found almost 30 facets of organizational citizenship behaviour from the various studies of research. They concluded that the most significant facets had been emphasized by Organ (1997). These facets were the main factors of investigation in this study. These are described as under.

1. **Conscientiousness:** To go beyond the minimum roles and the requirements of tasks is concerned with conscientiousness. It indicates the employees of the organizations carrying the duties better than the minimal obligatory roles and tasks.
2. **Sportsmanship:** It indicates the readiness to bear the expected inconveniences and obligations which cause some effects in the organizations devoid of complaining and go ahead by means of optimistic approach.
3. **Civic Virtue:** It points out the voluntary contribution, and help in the functions of organizations connected with the social and professional nature.
4. **Courtesy:** It deals with the optional performance of selfless and kind behaviour that helps the others in preventing duty- relevant difficulties.
5. **Altruism:** It indicates the actions which are voluntary and helps colleagues in duty- relevant difficulties.

### Literature Review

The term citizenship behavior was coined by Organ in 1988 as he viewed that the behavior which was not rewarded in a formal way framed as citizenship behavior. Moreover, it helped in promoting efficient and effective functioning of the organizations. Similarly, Organ (1997) advocated courtesy and conscientiousness as the facets of organizational citizenship behavior. Later on Podsakoff et al. (2000) and polat (2009) added some other factors i.e. assisting behavior, sportsmanship, patriotic and obedience attitude, civic virtue, altruism and development of oneself.

As viewed earlier, citizenship behavior is volunteer actions and duties that the individuals perform for the goodwill of an organization. The employees performed their duties in the organizations like a unit which helped in achieving their goals comfortably (Somech & Drach-Zahavy, 2000). According to Joireman, Daniels, George-Falvy, and Kamdar (2006), employees' organizational citizenship behavior is a source of achieving high levels of short and long term organizational goals. Prior to this, similar empirical evidences were concluded by Podsakoff and MacKenzie (1997) and said that the representatives who took part in organizational citizenship behavior set exclusive expectations, performed well, accomplished goals and helped to raise the gauges of administration.

It is a common observation that organizational citizenship behavior is not an independent entity. It is influenced by the number of other factors, e.g., organizational environment, organizational culture and climate, administrative styles, job satisfaction, job commitment, teachers' self-efficacy, managerial behavior and attitude. As Mustaffa, Rahman, Hassan, and Ahmad (2007) stated that organizational culture influenced the citizenship behavior of employees. Prior to this, Coyle-Shapiro, Kessler, and Purcell (2004) revealed that organizational citizenship behavior in correspondence with teachers' self-efficacy leads employees to perform well in the organizations. In the same manner, the better performance of the employees demonstrated a connection between functional participation and organizational citizenship behavior (Turnipseed & Rassuli, 2005). Similarly, Todd (2004) explored relationship among organizational citizenship behavior, overall organizational effectiveness and work place of the organizations. The attitude of the employees also influenced the organizational citizenship behavior in the organizations.

The empirical evidences in the contemporary age showed citizenship behavior component in the context of administrative styles. As, Ali and Waqar (2013); Karolidis (2016); Lian and Tui (2012) revealed the positive significant connection between administrative styles and the organizational citizenship behavior of the secondary school teachers. In the same way, Polat (2009) showed high level of secondary school teachers' citizenship behavior in the views of school administrators. Prior to this, Kar and Tewari (1999) found that the cultural mechanisms in the organizations had significant relationship with citizenship behavior of the employees in an organization. At the university level, Tahseen (2014) explored that the university teachers' citizenship behavior had significant relationship with organizational justice and faculty trust.

Studies related to citizenship behavior have been conducted at school level, as, Nguni, Slegers, and Denessen (2006) revealed significant relationship of primary school teachers' citizenship behavior among transformational and transactional leadership, job satisfaction and organizational commitment. Likewise, Bogler and Somech (2004) found that the teachers' empowerment influenced their organizational and professional commitment and organizational citizenship behavior. Similarly, Somech and Ron (2007) advocated that the employees' individual and organizational characteristics helped in boosting citizenship behavior of school teachers.

In Chinese perspective, Farh, Zhong, and Organ (2004) studied the organizational citizenship behavior of the people of China and explored that citizenship behavior of their people differed with that of European people. In the same way, a gender based study was conducted by Farrell and Finkelstein (2007) which revealed that females have high level of citizenship behavior.

The above mentioned literature shows that the citizenship behavior has been studied by the various researchers across the globe. It has been reflected from the literature that citizenship behavior is investigated as single phenomena and with other phenomenon like organizational environment, organizational culture and climate, administrative styles, job satisfaction, job commitment, teachers' self-efficacy, managerial behavior and attitude. It was evident from the empirical evidences that the citizenship behavior of the employees, either business or educational organizations, had been studied as a separate entity and in connection with the other variables. In Pakistani perspective, there was a scarcity of empirical evidences of a study like that, especially in public universities. Thus, at higher level, it was need of the hour for the researchers to study university teachers' citizenship behavior. To fill the gap, the researchers explored the teachers' citizenship behavior at public universities of the Punjab.

### **Research Objectives**

The objectives of the study were:

1. To explore the citizenship behavior of the teachers in public sector universities.
2. To find the difference in citizenship behavior of the public sector universities based on demographics (gender, age, experience, qualification and designation).

### **Methodology**

The study was quantitative in nature. It aimed to explore the public sector university teachers' citizenship behavior in province of the Punjab. A survey instrument was used to collect data. The data were analyzed through descriptive and inferential statistics.

**Population**

In Pakistani scenario, public sector universities are favored with respect to efficiency, effectiveness, validity and enduring quality, whereas private universities lack prepared workers, arranged library, and affirmation strategy, in view of legality, research and accommodation (Ullah, Ajmal, & Rahman, 2011). In addition, there was a positive connection of public sector universities teachers' compensation with their execution, inspiration and occupation fulfillment, essentially higher than private universities teachers (Nawaz & Muazzam, 2015). Apart from this, public sector universities attracted more prominent number of students than private universities. Public sector universities have well-structured hierarchical organization and condition (Farooqi, 2011). The literature supports that public sector universities are working well as compared to private sector, that's why the researchers have chosen sample from public sector universities. There were 34 ([www.punjabhec.gov.pk](http://www.punjabhec.gov.pk)) Higher Education Commission (HEC) recognized public sector universities in the Punjab province. The teaching faculties of all the public sector universities were the population of this study.

**Sample of the Study**

The researchers adopted multi stage sampling technique. At the first stage, six universities were selected through fish bowl method from the 34 public sector universities of the Punjab. Next, the researchers proportionate conveniently chose 400 teachers from the randomly selected six public universities as the sample of the study; as, Gay, Mills, and Airasian (2011) posited if population exceeded five thousand, sample of 400 was sufficient for survey studies.

The proportion of the respondents was taken from the total number of the respondents against each selected university. The total numbers of the university teachers were counted from their official websites.

The following diagram presents the pin picture of the whole process of sampling technique.

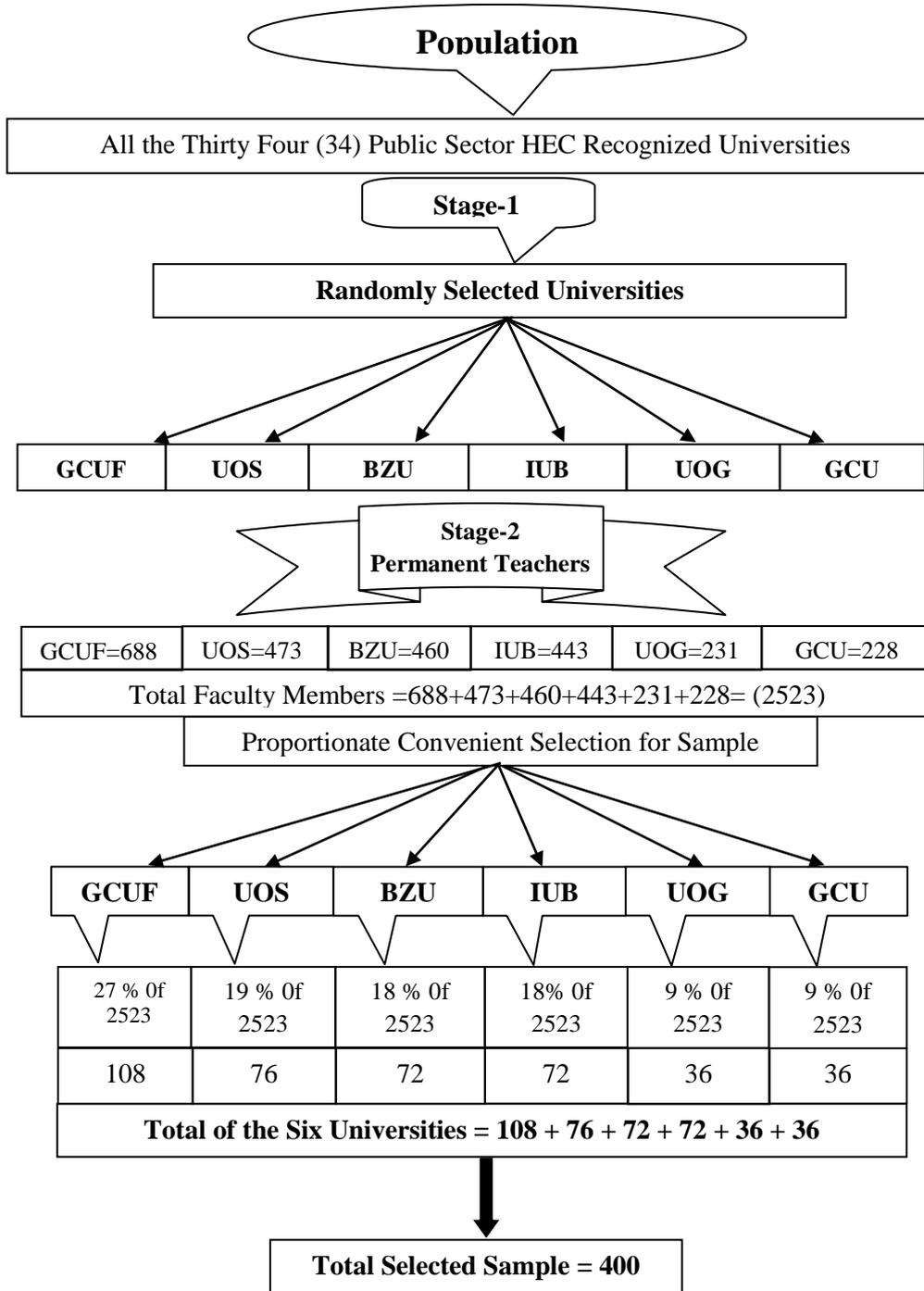


Figure 1. Sampling Flow Chart

### The Research Instrument

Tahseen (2014) adapted a five point likert type scale of organizational citizenship behavior. The researcher modified the scale according to Pakistani perspective and employed it for measuring university teachers' citizenship behavior. Originally, the instrument was developed by Podsakoff, Mackenzie, Moorman, and Fetter (1990). The researchers adopted that scale to execute the study. The formal permission was taken from the authors of the instrument. The scale comprised five factors and 24 statements. The reliability of the instrument is 0.92. Moreover, the factor wise division of the scale is displayed in the following table.

Table 1

*Factorial Dissemination of Items of the Scale, Organizational Citizenship Behavior*

<i>Sr.#</i>	<i>Name of factors</i>	<i>Item serial #</i>
1	Conscientiousness	1, 2, 3, 4, 5
2	Sportsmanship	6, 7, 8, 9, 10
3	Civic virtue	11, 12, 13, 14
4	Courtesy	15, 16, 17, 18, 19
5	Altruism	20, 21, 22, 23, 24

### Data Collection

To collect data, the survey questionnaire was distributed among the respondents personally by the researchers. The respondents were briefed about the study. The respondents were ensured that there was no harm for them while responding. The help of the respondents was professed and their anonymity was ensured.

### Data Analysis

The compiled data were analyzed by employing MS-Excel 2010 along with Statistical Package for Social Sciences (SPSS) version 20. For the analysis of teachers' citizenship behavior, Mean score was calculated and to understand the citizenship behavior of the university teachers based on demographics, independent sample t-test and analysis of variance (ANOVA) was applied. The following tables are displaying the analysis of data.

**Research Objective 1:** To explore the citizenship behavior of the teachers in public sector universities.

Table 1  
*Descriptive Statistics for the Level of Citizenship Behavior of the Teachers*

No.	Statement	Mean	Std. Deviation
1	Conscientiousness	4.32	.85
2	Sportsmanship	4.25	.72
3	Civic virtue	4.04	.57
4	Courtesy	4.34	1.21
5	Altruism	4.12	.69
6	Organizational Citizenship Behavior (OCB)	4.21	.51

N=400

Table 1 revealed that the factor courtesy of organizational citizenship behaviors showed the Mean score ( $M= 4.35$ ) which was the highest among all the other factors. The Mean scores in descending order of the other factors were conscientiousness ( $M= 4.32$ ); sportsmanship ( $M= 4.25$ ); altruism ( $M= 4.12$ ); and civic virtue ( $M= 4.04$ ). The values of all the factors were showing high level of university teachers' citizenship behavior. On the whole, university teachers' citizenship behavior was displaying the Mean value ( $M= 4.22$ ) which was above the scale mark Agree 4.0. It was deduced from the table 1 that the teachers showed high level of organizational citizenship at public universities in the Punjab province.

**Research Objective 2:** To find the difference in citizenship behavior of the public sector universities based on demographics variables (gender, age, experience, designation and qualification).

Table 2  
*Difference in University Teachers' Citizenship Behavior Based on Gender*

Gender	N	Mean	Std. Deviation	T	Sig. (2-tailed)
Male	236	4.1083	.45274	-.925	.355
Female	164	4.2457	.59421		

An independent-sample t-test was executed for a comparison to analyze both the genders' citizenship behavior at public universities. According to table 2, there was insignificant difference between male and female university teachers' citizenship behavior ( $t= -.925$  &  $p\text{-value}= .355 > 0.05$ ). The values of mean for males ( $M= 4.11$ ) and of females ( $M= 4.24$ ) were showing the high level of organizational citizenship behavior of both the genders.

**Table 3**  
*Difference in Teachers' Citizenship Behavior Based on other Demographics*

Demographics	Types	N	Mean	Std. Deviation	df	f	Sig.
Age Groups	25-35	204	4.2257	.52878	3	1.407	.240
	36-45	140	4.2366	.53783			
	46-55	41	4.0742	.36006	396		
	Above 55	15	4.3361	.43742			
	Total	400	4.2181	.51530	399		
Teaching Experience	1-5	168	4.2371	.48751	4	5.634	.000
	6-10	131	4.1853	.51807			
	11-15	63	4.1528	.47930	395		
	16-20	28	4.1493	.24546			
	Above 20	10	4.9333	1.04235	399		
	Total	400	4.2181	.51530			
Designation	Lecturer	202	4.2044	.48012	3	.151	.929
	Assistant Professor	157	4.2397	.59233			
	Associate Professor	29	4.2040	.35484	396		
	Professor	12	4.2014	.33514			
	Total	400	4.2181	.51530	399		
Qualification	M. A	24	4.3003	.55942	2	.324	
	M. Phil	206	4.2133	.52903			
	Ph. D	170	4.2123	.49377	397		
	Total	400	4.2181	.51530			

According to the table 3 one-way analysis of variance (ANOVA) was applied among demographic variables. It was aimed to analyze the difference in university teachers' citizenship behavior based on their ages, teaching experience, designation and qualification. There was found no significant difference ( $F= 1.41$  &  $p\text{-value}= .25 > 0.05$ ) based on their ages. In contrary, significant difference ( $F= 5.634$  &  $p\text{-value}= .000 < 0.05$ ) was explored among university teachers based on their experience in years of university level teaching. Again, insignificant difference ( $F= .150$  &  $p\text{-value}= .93 > 0.05$ ) was found among university teachers based on their professional designation. Likewise, no significant difference ( $F= .33$  &  $p\text{-value}= .73 > 0.05$ ) was found among university teachers according to their qualification. The difference among the Mean values was from  $M= 4.06$  to  $M= 4.94$ . The Mean values of the university teachers based on the demographics showed high level of citizenship behavior.

## **Findings**

It is revealed from table 2 in response to research objective one that the teachers showed high level of citizenship behavior in the public sector universities and there were found no significant difference in citizenship behavior of male and female university teachers. Moreover, the female teachers showed a little better citizenship behavior as compared the male teachers.

It is inferred from table 3 in response to research objective two that significant difference was found among university teachers based on their experience in years of university level teaching. There was insignificant difference was found among the university teachers based on the other demographics. Overall, the university teachers showed high level of citizenship behavior but slightly better than the teachers with above fifty five years of age, having above twenty years of teaching experience, assistant professors and having M. A qualification.

## **Discussion**

The study was conducted to explore the university teachers' organizational citizenship behavior in the public universities of the Punjab province. The results of the study revealed that the university teachers showed high level of organizational citizenship behavior. The results of the study are quite in line with the study of Tahseen (2014) who explored that the teachers showed high level of citizenship behavior in the universities. Similarly, the results of this study are in contrast with the study of Polat (2009) who investigated that the secondary school teachers highly practiced citizenship behavior in the institutions. DiPaola, Tarter, and Hoy (2005) also favored the study at hand that the school teachers who showed organizational citizenship behavior in the schools. This study confirmed the results of Jurewicz (2004) that the middle school teachers have a good level of organizational citizenship behavior. It was found in the present study that the female university teachers marginally showed better citizenship behavior than the males. These results of the study were in line with Farrell and Finkelstein (2007) who found that the females showed better organizational citizenship behavior than males. Khazaei, Khalkhali, and Eslami (2011) also favored the results of the study at hand that the female school teachers showed better citizenship behavior than the male school teachers.

## Conclusions

The teachers showed strong organizational citizenship behavior in the universities. The university teachers revealed high level of conscientiousness, courtesy and altruism; on the other hand the university teachers were found satisfied with the behavior of sportsmanship and civic virtue. No significant difference was found in organizational citizenship behavior between male and female teachers based on their ages, years of teaching experience, teaching designation and academic qualifications.

## Recommendations

The following recommendations are enlisted.

1. Refresher courses, conferences and lectures should be managed to boost the citizenship behavior for those teachers who were showing a little low citizenship behavior than the others.
2. The university teachers with high citizenship behavior should be acknowledged and encouraged via incentives (monetary or non-monetary) to spread the citizenship behavior in the university environment.
3. The citizenship behavior may also be investigated, recognized and acknowledged at all other levels of educational institutions and organizations of Pakistan.
4. The employees of other organizations may also be trained keeping in view the university teachers' sense of behavior.

## References

- Ali, U., & Waqar, S. (2013). Teachers' organizational citizenship behavior working under different leadership styles. *Pakistan Journal of Psychological Research*, 28(2), 297-316.
- Bogler, R., & Somech, A. (2004). Influence of teacher empowerment on teachers' organizational commitment, professional commitment and organizational citizenship behavior in schools. *Teaching and teacher Education*, 20(3), 277-289.
- Coyle-Shapiro, J. A. M., Kessler, I., & Purcell, J. (2004). Exploring organizationally directed citizenship behavior: Reciprocity or 'It's my job'? *Journal of Management Studies*, 41(1), 85-106.
- Farh, J. L., Zhong, C. B., & Organ, D. W. (2004). Organizational citizenship behavior in the People's Republic of China. *Organization Science*, 15(2), 241-253.
- Farooqi, M. T. K. (2011). *A comparative study of the conflict management styles and organizational environment at university level* (Unpublished Ph.D. thesis). University of the Punjab, Lahore, Pakistan.

- Farrell, S. K., & Finkelstein, L. M. (2007). Organizational citizenship behavior and gender: Expectations and attributions for performance. *North American Journal of Psychology, 9*(1), 81-96.
- Gay, L. R., Mills, G. E., & Airasian, P. W. (2011). *Educational research: Competencies for analysis and applications*. New York, NY: Pearson.
- Joireman, J., Daniels, D., George-Falvy, J., & Kamdar, D. (2006). Organizational citizenship behaviors as a function of empathy, consideration of future consequences, and employee time horizon: An initial exploration using an in-basket simulation of OCBs. *Journal of Applied Social Psychology, 36*(9), 2266–2292.
- Jurewicz, M. M. (2004). *Organizational citizenship behaviors of middle school teachers: A study of their relationship to school climate and student achievement*. (Unpublished Ph.D. Thesis). College of William and Mary, Williamsburg, VA.
- Kar, D. P., & Tewari, H. R. (1999). Organizational culture and organizational citizenship behavior. *Indian Journal of Industrial Relations, 42*1-433.
- Karolidis, D. (2016). *Organizational citizenship behavior in the Greek public sector* (Unpublished master's theses in Business Administration). University of Macedonia, Greek.
- Khazaei, K., Khalkhali, A., & Eslami, N. (2011). Relationship between organizational citizenship behavior and performance of school teachers in west of Mazandaran province. *World Applied Sciences Journal, 13*(2), 324-330.
- Lian, L. K., & Tui, L. G. (2012). Leadership styles and organizational citizenship behavior: The mediating effect of subordinates' competence and downward influence tactics. *Journal of Applied Business and Economics, 13*(2), 59-96.
- Mustaffa, C. S., Rahman, W. R. A., Hassan. M. A., & Ahmad, F. (2007). Work culture and organizational citizenship behavior among Malaysian employees. *The International Journal on Knowledge, Culture and Change Management, 7*(8), 35-50.
- Nawaz, B., & Muazzam, A. (2015). Performance related pay of university employees: A comparison of public and private sector universities of Pakistan. *Pakistan Business Review, 17*(1), 183-200.
- Nguni, S., Slegers, P., & Denessen, E. (2006). Transformational and transactional leadership effects on teachers' job satisfaction, organizational commitment, and organizational citizenship behavior in primary schools: The Tanzanian case. *School Effectiveness and School Improvement, 17*(2), 145-177.

- Organ, D. W. (1988). *Organizational citizenship behavior: The good soldier syndrome*. Lexington, MA: Lexington Books.
- Organ, D. W. (1997). Organizational citizenship behavior: It's construct cleanup time. *Human Performance, 10*(3), 85-97.
- Podsakoff, P. M., & MacKenzie, S. B. (1997). Impact of organizational citizenship behavior on organizational performance: A review and suggestion for future research. *Human Performance, 10*(2), 133-151.
- Podsakoff, P. M., MacKenzie, S. B., Paine, J. B., & Bachrach, D. G. (2000). Organizational citizenship behaviors: A critical review of the theoretical and empirical literature and suggestions for future research. *Journal of Management, 26*(3), 513-563.
- Polat, S. (2009). Organizational citizenship behavior (OCB) display levels of the teachers at secondary schools according to the perceptions of the school administrators. *Procedia-Social and Behavioral Sciences, 1*(1), 1591-1596.
- Somech, A., & Ron, I. (2007). Promoting organizational citizenship behavior in schools: The impact of individual and organizational characteristics. *Educational Administration Quarterly, 43*(1), 38-66.
- Somech, A., & Drach-Zahavy, A. (2000). Understanding extra-role behavior in schools: The relationships between job satisfaction, sense of efficacy, and teachers' extra-role behavior. *Teaching and Teacher Education, 16*(5), 649-659.
- Tahseen, N. (2014). *Effect of organizational justice on faculty trust and citizenship behavior in teacher-education faculties*. (unpublished Ph.D thesis). University of the Punjab, Lahore, Pakistan.
- Todd, S. Y. (2004). *A causal model depicting the influence of selected task and employee variables on organizational citizenship behavior* (Doctoral dissertation, ProQuest Information & Learning).
- Turnipseed, D. L., & Rassuli, A. (2005). Performance Perceptions of Organizational Citizenship Behaviors at Work: A Bi-Level Study among Managers and Employees. *British Journal of Management, 16*(3), 231-244.
- Ullah, M. H., Ajmal, M., & Rahman, F. (2011). *Analysis of quality indicators of higher education in Pakistan*. Ankara, Bilkent University.