



**The Effects of Organizational Citizenship Behavior:
A Study in a Private School in Sharjah**

**تأثير سلوك المواطنة التنظيمية:
في إحدى مدارس الشارقة الخاصة**

**by
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Abstract

Today modern education demands educators and educational organizations to innovate new methods to increase school effectivity. Theoretical findings shows teachers perform extra-role activities known as Organizational Citizenship behavior (OCB) with no pay or recognition. School managers found OCB as a new method to increase school effectivity with high dependency on OCB teachers.

This study aims to understand OCB and its effects on teachers in a Sharjah private school in the UAE. The study used a mixed method approach running two questionnaires to analyze results reported by 122 participants. Both qualitative and quantitative approaches were used to collect data using 20 items from the 49-item questionnaire developed by Watson and Tellegen (1985). This method conceptualizes the concept of OCB and its effect on teacher in the school, through importance and participant self-reported feelings.

The study shows that OCB is important to teachers and “Sportsmanship” was the most important OCB dimension; employees tolerate certain circumstances due to the organizations decisions without complaining. The positive effectivity of OCB analysis shows “Courtesy” was the most important dimension of OCB, and feeling “Active” was most expressed. Indicating that teachers resolve and avoid work-related problems. The overall positive implications encourage further research to understand OCB in UAE schools, with a focus as to what motivates teachers to perform OCB.

نبذة مختصرة

يتطلب التعليم الحديث من المعلمين والمؤسسات التعليمية أن يبتكروا أساليب جديدة لرفع الجهود على أمل زيادة فاعلية المدرسة. تظهر النتائج النظرية أن المدرسين يقومون بأنشطة ذات دور إضافي تُعرف بسلوك المواطن التنظيمي (OCB). حيث لا يوجد تعويض مالي أو تقدير من الإدارة بذلك المجهود. هذا السلوك فريد من نوعه وقد بدأ مدراء المدارس يلاحظونه أكثر كطريقة جديدة لزيادة فعالية المدرسة. مما أدى إلى اعتماد كبير على مدرسي سلوك المواطن التنظيمي (OCB) الذين يتطوعون بوقتهم من غير أجر ليقوموا بأداء مهام داخل المدرسة وليس جزءاً من واجباتهم المسندة. في الإمارات العربية المتحدة، توجد هناك مجموعة مدارس متنوعة من المدارس الخاصة التي لديها خبرات مختلفة وفهم لأداء المعلم وسلوكه.

تهدف هذه الدراسة إلى فهم سلوك المواطن التنظيمي (OCB) وتأثيره على المعلمين في إحدى المدارس الخاصة في الشارقة في دولة الإمارات العربية المتحدة. شارك 122 مشاركاً في البحث و تم استخدام الطريقة المدمجة من خلال استبيانين لتحليل النتائج. وقد تم استخدام كل من مناهج البحث النوعي والكمي لجمع البيانات باستخدام 20 عنصر من استبيان مكون من 49 عنصر تم تطويره بواسطة نظريتي واطسون و تيليغن 1985. سيساعد هذا البحث في وضع تصوّر لمفهوم سلوك المواطن التنظيمي (OCB) وتأثيره على المعلم في المدرسة ، من خلال الأهمية و المشاعر التي يتم الإبلاغ عنها ذاتياً من قبل المشاركين أنفسهم.

تُظهر الدراسة أن سلوك المواطن التنظيمي (OCB) مهم للمعلمين ويحمل ضمنه الروح الرياضية التي هي أهم بعد لسلوك المواطن التنظيمي (OCB) الناتج عن نهج البحث الكمي ، الأمر الذي يدل على استعداد الموظفين لتحمل منظمة أقل المثالية بطرفها دون أي شكوى على الرغم من عدم اتفاقهم ببعض قرارات أونهج المؤسسة.

ووفقاً للنهج النوعي ، أظهرت المشاعر التي ذكرها المشاركون أنّ الاحترام و التقدير كانت البُعد الأهم في سلوك المواطن التنظيمي (OCB)، حيث كان التعبير عن شعور "نشيط" أكثر و قد يبين أنّ حرية المعلم في التصرف لها الأثر الواضح في حل المشكلات ذات الصلة بالعمل بل و تجنّبها.

إن التأثيرات الإيجابية العامة تشجع الباحث بالتركيز أكثر على المدارس في دولة الإمارات العربية المتحدة بسبب الفجوة في الأبحاث بين ما هو سلوك المواطن التنظيمي (OCB) وما هي تأثيرات سلوك المواطن التنظيمي (OCB) على المعلم في مدارس الإمارات العربية المتحدة.

Dedication

To My Beloved Family.

Acknowledgement

I thank Allah for giving me this opportunity to achieve my goals and gain knowledge.

I would like to acknowledge and thank my dissertation advisor Dr. Solomon Arulraj David, Head of Masters of Education Program – Educational Management and Leadership at The British University in Dubai. Dr. Solomon was always there when in need of support, he was always open to questions and guided me through the full dissertation process. Dr. Solomon directed my vision and allowed for the scope of my study to be more unique and approachable.

I must express my deep gratitude to my parents and especially to my dear husband for the un-failed support and continuous encouragement throughout my years of study. My husband showed full support during the research process and the dissertation writing. This accomplishment would not have been possible without him and my children by my side.

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Zeina Askar

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LIST OF ABBREVIATIONS

+ve: positive

-ve: negative

M: Mean

OCB: Organizational Citizenship Behavior

UAE: The United Arab Emirates

Chapter One: Introduction

Background and Motivation to the Study

Educational organizations have been on the lookout for the new UAE 2021 vision potentials in hopes to achieve the ‘First-Rate Education’ goal. Schools in the United Arab Emirates (UAE) now have a much higher standard to meet, hence to develop more efficient policies, ensure best practices and set higher targets for their staff. Individuals working in all schools must also set their targets higher in hopes to meet the standards and reach their goals. Some individuals go the extra mile for the sake of personal satisfaction, or for the best interest of the organization (Organ, 1988). Although individuals in these organizations have many assigned tasks and responsibilities, it doesn’t stop there for them, they will still go above and beyond their formal assigned tasks (Konovsky & Pugh, 1994).

Many UAE private schools have state of the art facilities compete to retain satisfied customers while gaining new ones. Financially, some schools find it hard to align themselves with the demands of modern education since many cannot afford to pay their teachers overtime for the extra tasks carried out. Financial calculations must add up for schools to cover costs and gain profits, therefore schools must come up with innovative methods to increase productivity at low costs (DiPaola & Tschannen-Moran, 2001). Schools must work harder to motivate their teachers to volunteer their extra time and avoid turnover all in the same time; as turnover costs money, due to the hiring costs like relocation packages and startup packages. Some schools are so innovative when it comes to creating an atmosphere of

advantages and praise within the organization hence igniting teacher talents. This leads to performing what is known as Organizational Citizenship Behavior (OCB). So, what drives teachers to really perform OCB?

Although this subject matter has been previously studied, the researcher's motivational drive is to understand "What OCB is within the context of a UAE school?", "How important is OCB to teachers?" and "How to utilize OCB further without creating any hostile or negative effectivity on teachers?" Managing teachers year after year while applying new methods to teaching, it was very important to understand what OCB means to teachers and what effect it has on them in order to increase school effectivity. Therefore, this study helps the researcher understand how to utilize OCB performers in the right manner without affecting the teachers negatively, hence creating a productive safe haven for both managers and teachers.

1. Statement of the Problem

Previously, OCB has been compared to other behaviors like "contextual performance", "Extra role behavior", "altruism and general compliance", and "counterproductive work behavior". But the term OCB, and its theory, show a unique behavior indicating stability in human nature especially during relationships and interactions within an organization when it came to observing their psychological, economic and social state. OCB offers positive advantages and benefits for both the organization and the individual working towards a rewarding goal. Many studies have highlighted these positive advantages and ongoing research is still perusing the subject matter. Although there are some negative outcomes for

some individuals performing OCB, they are not yet fully studied and laid out in research creating a bigger gap to be further addressed.

Organ (1988) was the first to define OCB, he defined OCB as “individual behavior 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”. Organ believed OCB is not included in formal job description but a choice the employee makes to dedicate their time in hopes to improve a situation therefore adding value to the organization. The literature review touches on the origins of OCB, its theories and how valuable is understanding OCB for organizations and individuals whom thrive to succeed.

It doesn't come as a surprise that OCB interest on the rise as organizations became more aware of its benefits hence wanting to maximize employee OCB. Organizations are now innovating new methods to tempt their staff into volunteering unpaid extra time for the sake of the organization. Sometimes schools choose not to be creative at all but instead make the employee feel that they are easily replaceable and demand employees to volunteer extra time if they want to keep their jobs. Some employers choose phrases in the contractual agreements like “must do so, when asked to come in on Saturdays”, “will be asked to stay after school for a meeting or a training”. School management are now valuing OCB as one of the most important resources available at no cost to the organization and with good outcome. They also believe OCB has become an advantage that can be cultivated by a unique school environment as teachers actively work on their OCB skills. School management is now keen on allowing

their employees to believe that there is individual gain with self-satisfaction and self-motivation when performing OCB.

The importance of understanding OCB and its role is being recognized as more organizations around the world value OCB and believe it to promote a creative environment outside of contractual time to maximize individual talents in organizations and maximize profits. An important factor in closing the gap in literature research must focus on the importance of understanding OCB, its outcomes on organizations and its individuals in different environments and cultures. Every organization has its unique environment and culture, let alone the culture of the country it operates in. Individuals usually develop a sense of belonging to the culture of the organization and the culture of that country when there is some level of satisfaction. There are many literature gaps when it comes to comparing OCB and its effect in different countries and cultures, especially in the UAE.

2. Purpose and Objectives

The research paper aims to understand what is OCB, and its positive or negative effects on teachers in a UAE private school located in Sharjah. As the current UAE 2021 vision of First Rate Education is coming into effect there is an emphasis on great outcomes and what these outcomes will look like. The future of many students' education will depend on these outcomes, hence it will also affect society values as people are expected to perform better as employees, as students, and as organizations who are striving for the best always.

- It is important to understand the culture of OCB when one is giving more of their extra time, its affects and outcomes on organizations and individuals.
- There is a need to address an important gap in literature when it comes to Organizational Citizenship Behavior and its impact on individuals in UAE schools as there is very little information to there as of today.
- This research will be helpful in the future if researchers want to understand OCB in schools in a different environment and OCB's effects on teachers worldwide; researchers can then compare the driving factors as to why individuals perform OCB.

The data driven information highlighting the effects of OCB on teachers in a Sharjah private school will contribute to relevant research.

3. Research Questions

This research aims to answer some of the questions that encompassed the topic OCB. The first question will look at “What is OCB” and how important is it in the teacher’s daily tasks when the task is not paid nor is it part of the formal contractual agreement? Is the importance of OCB crucial in a teachers daily task, that it is performed regardless of management style or decisions?

The second question will to look at “What are the effects of OCB on the teachers in a Sharjah private school either positive or negative, that managers can utilize OCB performance

in school effectivity?”. How do teacher really feel when they preform OCB as their tasks go unnoticed, unpaid and exceeds their formal task duties.?

4. Hypothesis

Three hypothesis were proposed to support further understanding of the research questions “What is OCB, and its effects on teachers in a Sharjah private school”.

Hypothesis 1:

Teachers who perform OCB due to intrinsic motivation will exhibit natural positive (+ve) feelings when performing OCB, which in return will influence their actions and reactions to the organization. These feeling could be optimistic, excited and actively enjoying their work (Watson, Pennebaker, & Folger, 1987).

Hypothesis 2:

Teachers who perform OCB will exhibit natural negative (-ve) feelings when preforming OCB as they are torn between fulfilling obligations towards the organization and personal obligations outside of the organization.

Hypothesis 3:

Extrinsic motivation promoting OCB to their employees will create a ripple effect of positive feelings and outcomes are greater for those who perform OCB.

5. Rationale and Significance

To maintain smooth operations (Lambert, 2000), many schools have come up with pseudo-positions that are not really acknowledged formally by the human resources as a paid position or even acknowledged as a formal experience gained position by the Ministry of Education. A teacher can become a “Team Leader”, carrying out the unpaid informal tasks of a head of department along with the daily formal paid teacher tasks; technically more work and low pay. Many teachers compete for such positions believing that one day a “Team Leader” title will pave the road and help lead to becoming a “Head of Department”; a more formal job description and paid accordingly. Although teachers know that their extra time as a “Team Leader” is not paid or may not even be formally recognized in the future. Many teachers, due to an intrinsic drive, volunteer their time in hopes to achieve a promotion along with the help of an extrinsic drive from the organizations to promote OCB.

The unassigned, unpaid tasks can be classified as volunteering in an organized manner (Musick and Wilson 1997) but many theories have evolved and developed over time in hopes of understanding the social exchange practice that is behind the teacher’s actions of going above and beyond their formal job description; OCB. Volunteering is more common in nonprofit organizations as people come in and volunteer their time being self-motivated or driven by the motivation of the organization’s vision and mission. For-profit organizations such as private schools must work extra hard to keep their employees motivated so they can continue to work well in their formal assigned tasks let alone the extra tasks that arise due to

circumstances and nature of the work. For example, teachers go above and beyond their assigned tasks in schools without expectations or explanation many times.

Research on OCB with different relationships as to how it effects teachers would help validate previous studies further. These studies state that OCB has a positive effectivity on teachers, hence this maybe help understand how to enhance new methods to promote OCB and what type of motivation is needed. This understanding can further lead to a positive OCB experience for teachers.

6. Structure of the Dissertation

The research paper will offer insight on what is OCB and its effects on teachers in a Sharjah private school. The second chapter is a literature review highlighting some of the previous research as to how OCB was defined, how it developed and how further studies are needed to understand OCB, its effects in different industries such as schools, in different cultures and countries. Similar studies discussed in detail and will be comparable in the next chapters.

The third chapter will discuss the method used to find the empirical data, using quantitative and qualitative methods, two questionnaires will be used to determine the effects of OCB on teachers in a Sharjah school.

The fourth chapter will focus on the results obtained from the questionnaires. The outcome results will be summed up and the effects of OCB either negative or positive on teachers in a Sharjah private school will be highlighted.

The Fifth chapter will conclude the results highlighting the effects of OCB on teachers in a Sharjah private school. Leaving more room for further research, the literature gap in understanding OCB will be clearer as to where to focus next and ensure that there is no bias or contradiction in the research.

Chapter Two: Literature Review

2.1. Conceptual Analysis

The literature review focuses on what is Organizational Citizenship Behavior (OCB), related concepts within the context of education and its effects on teachers.

This chapter will look at how Organizational citizenship behaviors as a separate performance and not as part of the individual's formal job. These behaviors are not necessarily easily acknowledged or rewarded by the organization. OCB today is considered very valuable to the organization's success and efficiency, especially educational organizations who lack funding or have limited funding. As studies reveal the true nature of OCB, a positive outcome is generally demonstrated and impacts many individuals whom are involved.

References and appendices with questionnaires sample will be found for those interested in further OCB research.

2.1.1. Organizational Citizenship behaviour (OCB)

Human instinct may play a major role in defining what people's personality will be like and how they approach their goals in life. Those who like volunteering their valuable extra time to achieve one's mission in life may feel satisfied and rewarded even when their actions are gone unseen. Across the world, human nature according to Maslow's hierarchy of needs are the same for every human (Maslow, 1943). Terms used by Maslow such as "physiological", "safety", "belonging and love", "esteem", "self-actualization", and "self-transcendence" were used to explain human nature and the motivation humans go through

(Maslow, 1954). But not all humans act the same way, some of their actions are based on their mere understanding of what is valuable to them and the drive in their life.

2.1.2. OCB Defined and Makes History

Dennis Organ marked history in 1988 when he set the definition for OCB. There were three threads developed by Organ until he finally reached his conclusion that defined OCB as "individual behavior 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"(Organ, 1988). In the beginning, Organ believed OCB is “discretionary and not as a part of the formal job description, but a personal choice for personal satisfaction and self fulfilment” (Organ, 1988). Then Organ (1988) suggested that OCB is “when one goes above and beyond the formal job description”. Later Organ came close to realize that OCB “contributes positively to the organization and increases its effectiveness”. This lead to Organ (1988) to categorize OCB into the following 5 dimensions; “Altruism, Courtesy, Conscientiousness, Sportsmanship and finally Civic virtue”. Each one of these 5 dimensions had something unique and different to offer to individuals performing OCB and their organization.

Organ (1988) defined Altruism “as a discretionary behavior where helping a colleague within an organization to complete a relevant task or issue”. He also defined conscientiousness behaviors as “employee go beyond the minimum role requirements of the organization although stressing the fact that these employees are law abiding citizens and follow every organizational rule” (Law, Wong, & Chen, 2005).

2.1.3. OCB and Motivation

Educational organizations such as schools, have many teachers with valuable skills ready to be offered to society, students, colleagues, and the school itself. Some researchers state that what drives people to be share these skills could be linked to the source of motivation. Many people need the motivation to be effective; some are self-motivated and some need external factors to motivate them (Maslow, 1954). Some external factors could be as simple as job satisfaction, if there is no job satisfaction then the motivation to go the extra mile is not even a consideration (Brewer and MacMahan-Landers, 2003). The theory of motivation has been expanding over the years and is now seen in different areas like Organizational citizenship behavior (OCB) and schools are much keener on understanding how to motivate their teachers to further benefit the school.

2.1.4. OCB Outcomes

Many literature frameworks seek to understand the outcome and impact of OCB on individuals and organizations. Most of the literature frameworks highlight the positive outcomes OCB has on the individual and the organization (Kidwell et al., 1997). Backed up by Wayne and Green, (1993) they also believed that the organization benefits positively from individuals who volunteer their extra time not delegated by contract or assigned as part of the formal work time or job description. The extra time allows the organization to reap the benefits from the employee's extra volunteered time to gain a good reputation either. These benefits could be such as creating good customer service resulting in the school becoming more marketable and desirable.

In the case of schools, as more teachers volunteer their extra time afterschool or during lunch hours to help students in need or to conduct extracurricular activities. Some of the results and benefits are many, like students achieving more, the school is not required to allocate more staff for the mentioned services, parents are very satisfied that their child is benefiting (Kidwell et al., 1997). Therefore, the school gains a good reputation with parents and the community. The extra time and effort volunteered by teachers is classified as OCB; so, this brings the literature to explore further as to “what is Organizational Citizenship Behavior (OCB) and how did it originate?”

2.1.5. OCB and Leadership

In the 90's there was a shift in the mind set of many organizational processes and the changes were seen in how the leadership styles steered their teams within the organization. Many would agree that from previous research leadership change can help influence the organization and seek benefits as employees become more satisfied in their jobs, hence supplying the organization with great success. Organ was involved in many continuous OCB studies and in 1995 Organ and Ryan (1995) considered different predictors of OCB and what might be the relationship between the organization and OCB. Some of the conclusions lead to believing that the measures of OCB in a group setting was not strong enough but observed to be much stronger at an interpersonal level, leading to the next conclusion that a more accurate way to measure OCB was through individuals experiences separately. Later studies revealed that OCB was more evident in environments where leadership showed

fairness and justice; “allowing the individual to perform OCB due to the satisfaction of a just system” (Skarlicki and Latham’s ,1996).

Other studies have measured OCB and work relationships or the types of leadership styles and their connection with OCB. MacKenzie, Podsakoff, and Rich (1999) demonstrated the difference of OCB performed under transformational and transactional leadership.

2.2. Theoretical Framework

Before 1999, about 200 studies have been conducted to understand the concept of Organizational Citizenship Behavior (OCB), what it is, its effects, what promotes it and what does it offer (Podsakoff, MacKenzie, Paine, & Bachrach, 2000). Most research was operated in hopes of understanding OCB and the relationship between OCB and other ideas rather than just being a definition of what OCB is (Van Dyne, Cummings, & Parks, 1995).

The following figure shows the flow of how the OCB theory developed over time as explained further.

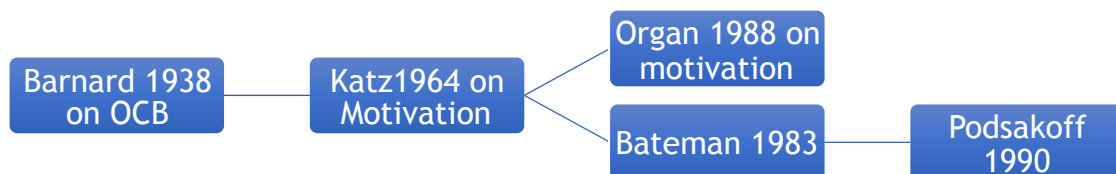


Figure 1 OCB Theories

2.2.1. Theory 1: Cooperative System

In 1938, Chester Irving Barnard touched on OCB as a relationship between the individual and the system as a result of the nature of the organization as “a cooperative system”. He stated that “employees go beyond their explicit job duties and contributed greatly to the organization” (Barnard, 1938). Barnard believed that “the employee’s spontaneous contributions towards other employees and the organizational was not sustainable to the success of the organization due to the lack of motivation and not enough reward” (Barnard, 1938). Barnard (1938) states “that willingness to cooperate is the antecedent of spontaneous contributions (OCB) and that willingness to cooperate, whether positive or negative, is the expression of the net satisfactions or dissatisfactions experienced or anticipated through alternative opportunities”.

2.2.2. Theory 2: In- Role Behaviors

Later in 1964, Katz. D elaborated further on OCB to understand the individual’s motivation in an organization to go above and beyond their assigned tasks. Katz (1964) was well known for the term “in- role Behaviors” and classified as “adding value to the organization’s success”. Later Katz and Kahn (1966) elaborated on the “employee’s spontaneous behavior that makes it harder for an organization to track, reinvent and leads to habitual behaviors which need further research”. Motivation is a method in which an organization can achieve its goals which can promote it to its employees as a way to help and volunteer their extra time but Katz and Kahan (1966) “recognized that this might violate employee rights and cause an insecurity in social responsibility”.

2.2.3. Theory 3: Job Satisfaction and Relationship to OCB

In 1983, Bateman and Organ (1983) measured the relationship of job satisfaction to OCB; they developed a scale used as a device in a supervisor's evaluations. This later helped Smith, Organ, and Near (1983) to aim in coming up with the term "Organizational Citizenship Behavior" in order to formally study of OCB and its nature. This was a groundbreaking study setting the stage for Podsakoff et al. (2000) who came up with the seven main themes of OCB. The study contained a survey delivered to 220 participants to determine OCB according to the "mood state of the employee and their organizations environment" (Smith et al., 1983).

2.2.4. Theory 4: The Five Dimensions of OCB

Dennis Organ (1988) defined OCB as "individual behavior 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". He believed OCB is "discretionary" and based on self fulfilment and satisfaction based in intrinsic motivation. He later defined OCB by the following 5 dimensions; "altruism, courtesy, conscientiousness, sportsmanship and finally civic virtue". Each were unique to forming the full picture of OCB.

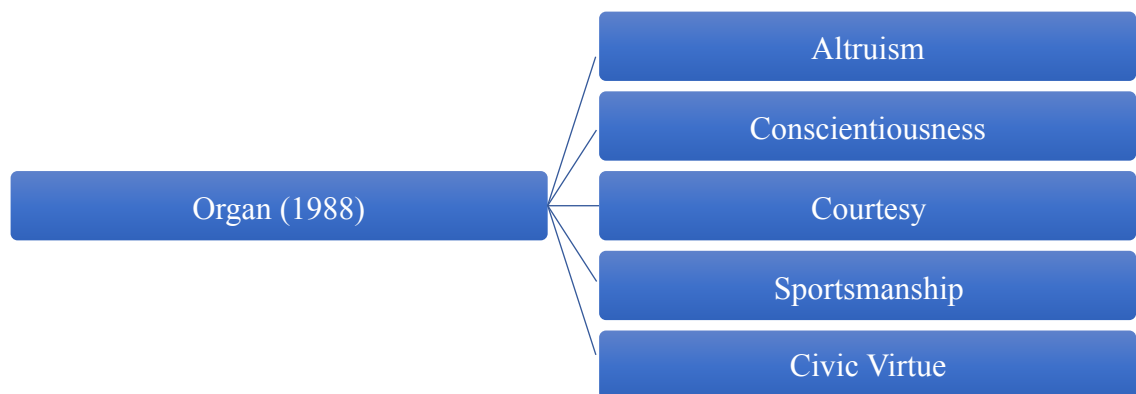


Figure 2: Organ (1988) 5 Dimensions of OCB

Organ (1988) defined “Altruism” “as a discretionary behavior where helping a colleague within an organization to complete a relevant task or issue”. He also defined “Conscientiousness” behaviors as “employee going beyond the minimum role requirements of the organization although stressing the fact that these employees are law abiding citizens and follow every organizational rule” (Law, Wong, & Chen, 2005).

According to Organ, a “Civic Virtue” behavior demonstrated that an employee is interested in the wellbeing of the organization and want to influence the organization positively (Law et al., 2005. Organ et al., 2006). Law (2005) states that “Courtesy” is defined as “discretionary behaviors that prevent work-related conflicts with others”. Organ (2006) emphasized that the employee is known for “being polite and considerate to others”. Organ (2006) then defined sportsmanship as the “employee’s willingness to tolerate a less-than-ideal organization and its circumstances without complaining even when they do not like it or agree with the organizations decisions”. All five categories are critical pieces that contributed to the definition of OCB although they may overlap but they have their own unique differentiation to complete the full picture of OCB (Organ, 2006).

Organ’s point was refuted by Motowidlo(2000) when he stated that “an individual can choose to discontinue OCB at any given time without the organization having to demand It”. Haworth and Levy (2001) on the other hand, agreed with Organ and suggested that individuals do perform OCB with the impression that managers will notice and reward them for their efforts. Even though employees performing OCB can discontinue OCB at any given time but

it will be hard since they will be expected to continue due to the benefits it's been showing, even if it is not their legal duty to do so (Haworth and Levy, 2001). Deckop (2003) suggested that the idea of helping others seemed rewarding and those who help others tend to receive help in return since they have set the stage and inspired people to give back in return.

Organ and Konovsky (1989) conducted a study to see if OCB "is cognitively influenced or that administration can influence OCB via appraisals". The study had 369 participants of which Organ and Konvosky (1989) discovered that "cognitive detriments influenced OCB".

In 1990, Organ approached the OCB measurements and its construct by relating it to the employee's commitment to the organization. Satisfaction was one of the correlations between OCB and the organization. The more satisfied an employee is in their job the more OCB is performed. The leader's behavior was one of the considerations to measure that can affect the job satisfaction in other words affecting the OCB performance of an employee.

As more research ad time passed there was increasing predictions on what is OCB and if it is an "extra role behavior"?

2.2.5. Theory 5: Trust in Leadership

Podsakoff et al. (1990) expanded further on Organ's (1988) definition of OCB and elaborated on the employee's trust in leadership creates a positive environment allowing the

employee to performed OCB. Williams and Anderson (1991) suggested two scopes for OCB; the individual benefits and the organization benefits.

Later, MacKenzie et al. (1991, 1993) considered how well an employee works, their quality of productivity level and OCB performance all effect a manager's rating. Both MacKenzie et al and William and Anderson confirmed Organ's (1988) work; that OCB had categories and that "productivity, satisfaction all fall under these OCB categories. Loyalty, following the rules, full participation, were some of the factors of OCB that affect relationships positively created by trust, shared values, commitments and effectiveness of the organization" (Organ, 1988).

2.2.6. Theory 6: A team

Moorman and Blakely (1995) observed OCB performers and came to belief that if individuals had collective values as a group, they are more likely to preform OCB especially when the "initiative is from within and in the hope of interpersonal help and internal motivation" (Organ, 1988). Although a group of individuals working on their own within a group context effort, improves the effectiveness of the organization. (Katzenback & Smith, 1993) defined "a team" as "a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they are mutually accountable."

Some individuals participate in helpful actions making life easier on others and in return presents them with great pleasure as they see the little they have offered making a big difference in someone else's life. Moving on to other definitions of OCB was suggested by Van Dyne, Cummings, & Parks, (1995) as the "extra role behavior" and defined it as "the act where one would benefit the organization in discretion without existing role expectations or formal reward system".

2.3. Review of Related Literature

Prior to the year 2000 most of the studies were concentrating on organizations that didn't really have job task flexibility for employees and most measured OCB in non-educational organizations. Many organizations had job tasks laid out for employees and were systematic without the flexibility to innovate or any area to improve the organization; sort of like assembly lines. Tasks were mostly set in a specific structure that held the employee to certain expectations, under ridged laws and regulations. As times changed, studies started to take a different turn as more flexibility in job tasks started to emerge in organizations and schools started to take interest in their teachers.

2.3.1. OCB and Schools

Somech and Drach-Zahavy (2000, 2004) focused on OCB in a school environments and away from industrial, machinery organizations. As the teacher's roles developed further; OCB becomes more mandatory during a change in leadership, or an introduction of a new curriculum or accreditation process or even inspection phases. Teachers face different choices when teaching every day, having to cater to the demands of society where the teacher is not

just a subject teacher but a mentor, a guardian, a friend, right hand to the admin and the one who gets blamed in the end. Some of the teacher's choices extend beyond their stretched out and extended formal tasks. Schools now are very dependent on teachers volunteering their free time after school or one day of their weekend (some schools do include that in the teacher's job description) all for the sake of a successful school image and the financial benefits. Fullan (1985) suggested that "school effectiveness has many components and one of them is OCB". Due to the current understanding of what educational changes and demands have become, OCB is directed to benefit the student, the staff and the school indicating that "OCB is a key factor in the organizations success and organizations must depend on it" (Somech and Drach-Zahavy ,2000, 2004).

Somech and Drach-Zahavy (2000, 2004) have also applied William and Anderson's (1991) scale for OCB to learn how the values and ethos of a person influence the organization in relationship to OCB. There was a strong focus on observing the administration, the teaching staff and the non-teaching staff. The results showed that individuals thinking alike in an organization help each other perform tasks to better off the team and the organization.

2.3.2. Trust in The System Lead to Positive Outcomes Increases Organization's Demands

Kouzes, J. M., & Posner, B. Z. (2006) discovered that "accountability and authority keeps people giving back to the organization and promotes OCB. Flexibility, reduced rules, and less requirement for higher level approvals are required in the organization the more likely

employees will be motivate to perform OCB”. Many organizations now see this concept and value this treasure added to the system as more individuals perform OCB creating a snowball effect which can influence the team to follow in the same footsteps as the OCB performers (Kouzes, J. M., & Posner, B. Z., 2006).

Podsakoff, Whiting and Blume, B. D. (2009) also believe that OCB creates a positive environment that influences the organization’s effectiveness. This may be true in the case of productivity, efficiency and profitability of the organization due to individuals volunteering their time for “free” and in the best interest of the organization. One important aspect that managers of an organization love is lower costs; therefore, they must lead the organization with employees who have a sense of satisfaction and advocate growth in the organization for all. This organizational motivation might lead some OCB individuals to become more goal driven to climb the ladder.

Further research has elaborated further on the positive outcomes of Organ’s (1988) defined OCB dimensions and the relationship between system-level trust. They came across an observation that suggested “sportsmanship” one of the OCB dimension had no relationship to the system level of trust (Altuntas and Baykal, 2010) unlike Podsakoff, Whiting and Blume, B. D. (2009) whom suggested that all dimensions have a positive outcome combined. As for the other 4 dimensions; Altuntas and Baykal, (2010) were very much in line with the system trust level and OCB; “Conscientiousness, Civic virtue, Altruism, and Courtesy”. Organ (1988) did suggest that high levels of OCB will eventually have an “efficient and highly effective

organization, where employees can help bring new resources into the organizations”. Barnard also stated that the efficiency of an organizational performance will be dependent on how satisfied and motivated employees are.

Podsakoff, Whiting and Blume, B. D. (2009) also suggested in their research that “organizations are now depending more and more on OCB performers to reduce costs and highlight their organization as more effective in competitive markets”. (Bolino, 1999; Chen, 2005; Motowidlo, 2000; Organ, 1988) also agreed that “an organization’s reputation is built by employees performing OCB and therefore building success”. As OCB performers role into the organization it is less likely for leaders to have to allocate more manpower or resources which are most costly and time consuming to manage. This creates a smooth operation with very little maintenance as it is self-sufficient with people who are responsible, accountable and flexible saving the organization time and money (Bolino, 1999).

2.3.3. Review of Relevant Studies with Replicable Methods

To understand the effect of OCB on teachers, the literature review calls to take a closer look at some previous studies:

Study 1: Izhar Oplatka, I. (2009).

Study 2: Anit Somech and Ifat Ron (2007)

Oplatka, I. (2009) used as an interpretive qualitative method “to study OCB in teaching and its consequences for teachers, pupils, and the school”. To help give an overview

of how OCB impacts individuals and organization; Oplatka, I. (2009) used a criterion sampling to select the participants who worked in a school environment in Israel. The school principal and head of departments were asked to point out who they thought performed OCB. Choice of participants was a managements' choice based on those who performed OCB for the benefit of the school and not just for impressing their management. There were 50 elementary and secondary school teachers identified at different age ranges from 28 to 64 years of age with an experience between 8 to 38 years. Using a structured interview participants were asked open ended questions about OCB without hinting or mentioning the words OCB.

The research in general had some sample error-deviation, since most of the participants were females, and only 10 were males; this shows that the participants do not really express a true representation of the population's characteristics. Usually the female presence is more evident in the education field; the research has a limited selection of males only to confirm Lovell's (1999) findings that females are more likely to perform. Lovell et al's. (1999) study pointed out that "women perform OCB more than men without receiving gratitude or a raise in their pay in comparison to some men". Another factor was the choice of participants being dependent on a manger's personal perspective and interactions with those whom they believed performed OCB in the school. Overall the study revealed that OCB has a positive effectivity on the individual and the organization.

Oplatka, I. (2009) used open ended questions during the interview to understand a participant's perspective about OCB. Although the interview might have limitations as to how clear the participant understood the question or how well their answers were perceived, the participants could express themselves freely (Paton, 2002). During the interview the term OCB was not mentioned to increase the authenticity in data collection and the study refrained from questions that lead the participant towards what is socially desired. Oplatka, I. (2009) maintained the anonymity of the participants' identity which could be considered subjective. There were four stages identified by Marshall and Rossman (1995) which were used to analyze the data in the following steps: "organizing the data"; "generating categories, themes and patterns"; "testing any emergent hypothesis" and "searching for alternative explanations". The four stages helped identify patterns in the participant's feelings and experiences which explained the effect of OCB on the participants. The research results implied that OCB impacts individually positively either by self-fulfillment, job satisfaction, improvements in the student's achievements and the reputation of the organization.

Oplatka, I (2009) did come across some negative outcomes of OCB; the impact on the participant's personal life like family or due to jealous coworkers who do not value OCB therefore creating some conflict in the organization. Therefore Oplatka, I (2009) acknowledged that both positive and negative effectivity of OCB are possible and suggested further research is needed to aid in the understanding of OCB outcomes on teacher and schools in other countries. This could help develop a stronger understanding of the effect of

OCB on teachers and schools keeping in mind the cultural and social rules which could influence OCB impact.

The second study was conducted by Anit Somech and Ifat Ron (2007). They also conducted a study about the impact of OCB on individuals and organizations. They randomly chose 107 participants from 8 elementary schools. Participants included administrative staff, such as principals and heads of departments with not mention of any participant's gender, age or experience. Anit Somech and Ifat Ron (2007) used "The 49-item questionnaire" developed by Watson and Tellegen (1985). "The questionnaire had a system to disagree or agree with each item on a 7-point Likert-type scale" (Watson and Tellegen, 1985). "Positive and negative feelings were measured by 24 Positive items included happy, attentive, and excited and 25 Negative items included hostile, angry, and frightened" (Watson and Tellegen, 1985). Anit Somech and Ifat Ron (2007) summed up the items in each category for each of the positive items and the negative items separately. The end results served the hypotheses and indicated that the overall impact of OCB was positive.

Both Oplatka, I (2009) and Anit Somech and Ifat Ron (2007) empirical research served the purpose to demonstrate the positive impact OCB had on teachers, students and organizations, and each of their methods can be re-conducted in other countries to further understand the impact of OCB on teachers and confirm previous findings.

2.4. Situating the Current Study

Throughout the past years, the definition of OCB became much clearer with many current studies trying to understand OCB further by examining the relationship between OCB and the organizational effectivity. Very few studies have considered the effect of OCB on teachers negatively or positively, especially in school environments. Unfortunately, not enough investigation is carried out around the world to compare the effect of OCB on teachers and schools from one area in the world to the other and nothing so far has been contributed to understanding the effects of OCB on teachers in the United Arab Emirates (UAE). Due to the research gap; the upcoming research hopes to understand the effect OCB has on teachers via a private school setting in Sharjah, UAE in hopes to answer the following research questions:

1. What is OCB in a Sharjah private school?
2. Does OCB impact teachers positively or negatively?

Chapter Three: Methodology

To test the proposed, a mixed method is used to address the gap in literature and research; both a positivist and a post-positivist approach have been utilized to understanding OCB and its effects on teachers in a Sharjah private school. The mixed methods enable data collection using qualitative and quantitative methods via two questionnaires. The purpose of this design is not to innovate a new perspective on OCB but to shed some light on what effect OCB has on teachers in a different school environment than those studies previously and more in the context of a Sharjah private school. Mixed methods allow the researcher to collaborate the relationship between quantitative and qualitative data to study human science.

3.1. The Research Design

“A positivist approach helps create a depth of knowledge through research by adopting a specific position on the subject matter. This approach depends on collecting facts about a social problem and leads to an explanation using patterns which is also known as a quantitative method of analysis” (Finch, 1986)

“A post-positivist approach depends on a current reality that became socially formed in specific cultural boundaries. This approach doesn’t really depend on collecting only facts and measuring how often they occur or what is the pattern they create, instead the approach adds meaning to the people’s experiences” (Easterby-smith, Thrope and a. Lowe, 1991). This approach depends on understanding the subjectivity of the subject matter being researched and is also known as a qualitative method of analysis, for example feelings. Denzin and Lincoln

(1994) state that “qualitative implies an emphasis on process and meanings that are not rigorously examined and measured.”

Although both methods used have their strengths and weaknesses both methods cater to the understanding of the meaning of OCB and how it plays a role in teachers lives. Both methods also help the researcher gather data and look deep into the effects of OCB on teachers in a Sharjah private school. Both methods are adopted from previous research methods used; one being a qualitative approach in the form of positive and negative effectivity of OCB questionnaire and a quantitative approach using a 1- 5 Likert scale, used by Anit Somech and Ifat Ron (2007).

3.2. Data Collection in Two Stages

The initial step in the research was obtaining approval from a Sharjah private school management in-order to carry out the research on school property in a “two-stage” process.

The school has more than 200 staff of which 144 are teaching staff with tasks to teach grade levels from KG to grade 12. There are 1200 students enrolled, of which are 822 Emirati students

Using a quantitative approach, the first stage had participants take part in a “General OCB Scale Questionnaire”. The second stage is a mixed approach using a questionnaire to cater to both quantitative and qualitative approaches since it requires participants to self-report their feeling at a specific moment in time from the items introduced.

The two stages include 122 participants whom have agreed to take part in the research; 109 females and 13 male teachers.

Two survey questionnaires were distributed to the participants at parent teacher meetings, staff meetings and early morning in their classrooms. Anonymity was guaranteed to the participants at all times, with an emphasis that their answers will be merely for research and guaranteed that their names and personal information is not collected nor shared. Management was also assured that the identity of its employees or school is not to be shared.

3.2.1. General OCB Scale Questionnaire: Quantitative Data Collection: Stage One

The first stage is an overall General OCB Scale Questionnaire for teachers used by Anit Somech and Ifat Ron (2007) based on the OCB Scale of Podsakoff et al. (1990). It is a 24-item scale that refers to the 5 dimensions of OCB. It is used in this study to measure the importance and value of OCB for individual teachers in their daily tasks. This will help understand what is OCB, how well the teachers value OCB, how it plays an important role in their tasks and of their perception of OCB. The OCB scale questionnaire is shared with 122 teachers at a Sharjah private school. It allowed teachers to use the criteria chosen to disagree or agree using a 5-point Likert-type scale with extremes such as 1=strongly disagree and 5 = strongly agree. Higher values indicate high importance of OCB level in the teacher's daily tasks and what it means to them, whereas lower levels indicate OCB as an unknown common practice or behavior with very little importance in the teacher's daily tasks.

The 5 dimensions of OCB recognized by Podsakoff et al. (1990) are Altruism, Conscientiousness, Sportsmanship, Courtesy and Civic virtue.

- Altruism, highlights how teachers value discretionary behaviors of helping each other with non-contractual tasks.
- Conscientiousness, highlights how teachers value discretionary behaviors to follow rules and policies beyond regular expectations.
- Sportsmanship, highlights how teachers have a higher level of tolerance to unexpected circumstances without affecting their positive behavior.
- Courtesy, highlights how teacher's discretionary behavior allows them to resolve and avoid work-related problems
- Civic virtue, highlights the teacher involvement in school activities outside of contractual paid time.

3.2.1.1. General OCB Scale: Quantitative Data Analysis

The first questionnaire will generate general information like age, gender, years of teaching experience and education level, then they will be summed for each category, teacher percentage for the years of experience and the level of education will be calculated all to gain a broad perspective on who the participants are and how relevant is their general information in connection to those who perform OCB in the school.

The questionnaire will also provide a percentage of OCB performers, the data will be collected from all questionnaires, added and then a mean will be calculated along with

standard deviations for each of the 5 dimensions. The dimension with the higher scores will indicate the value of that dimension and overall data will also add a perspective on how important is OCB from a teacher's perspective.

The second questionnaire will have a two-part analysis, one being quantitative and the other being qualitative. The effectivity of OCB on teachers will be measured when positive and negative effectivity items will be summed and the mean will be calculated to show the most effective dimension with the most effective emotions either being positive or negative.

3.2.2. OCB Effectivity Questionnaire: Quantitative / Qualitative Data Collection: Stage Two

The second stage was the use of an OCB effectivity questionnaire shared with the same 122 teachers from the previous questionnaire. It is a mixed process using both a quantitative and a qualitative approach to help understand the effectivity of OCB on teachers in a Sharjah private school. The questionnaire aims to see the positive or negative effect of OCB on teachers, through expressed feeling at that moment in time when taking the survey. The research will include the same 122 participants as in stage one of the research, by taking a 49-item questionnaire designed by Watson and Tellegen (1985) localized and aligned to the UAE culture and values as did Anit Somech and Ifat Ron (2007). This questionnaire has a 20-point scale instead of the 49 items; showing 10 positive and 10 negative effectivity items measuring the affect that OCB may have on individuals. Watson and Tellegen (1985) have

identified each item on the scale as either positive or negative feelings based on self-reported feelings in previous studies.

3.2.2.1. Qualitative Data Analysis

The participants using a check mark will affirm their feelings for each specific item from the OCB affectivity scale. Each item will be summed up and higher values will show different levels either positive or negative OCB effectivity on teacher. Each item will be summed and the mean will be calculated looking at both the feeling items and the 5 dimensions, results will conclude using subjectivity of items represented to understand the effect of OCB on teachers when they use positive and negative effectivity items to represent themselves. The check mark to affirm feeling will show that they choose items merely on their feelings and not on socially desired answers as might be the case in questionnaire one.

The most represented items will be recorded and reported, so if the questionnaire was repeated an assumption will be made that feelings change depending on how the person feels that specific day about the subject matter. A pattern across all five dimensions is recorded can conclude the overall effectivity of OCB on teachers.

3.3. The Instruments:

Please see Appendices for instruments used during the study. The instruments were based on the 49-item questionnaire designed by Watson and Tellegen (1985) also used by Anit Somech and Ifat Ron (2007) during their study with minor adaptation to be courteous to the

teachers' time during school hours. The questionnaires both adapted from Anit Somech and Ifat Ron (2007) to accommodate only 20-items scale from the 49- items keeping in mind the limited time the researcher was allowed by the school.

The validity of the of the instrument was double checked and approved by the dissertation supervisor. "Validity refers to the appropriateness, meaningfulness and usefulness of the scores" (American Educational Research Association, American Psychological Association and National Council on Measurement in Education, 1984). The validity also refers to the theory supporting the results using specific tests. "The validity evidence emphasizes the content as it is collected and if it meets the objectives in order to see if hypothesis is supported or not" (Crocker and Algina, 1986). Other validations were based on the questionnaire being previously used by other researchers, such as Anit Somech and Ifat Ron (2007).

Instrument 1: General information and General OCB Scale Questionnaire; shows the age, gender, experience, and 1-5 Likert scale to the show how important are the statements in a teachers' daily work behavior that they would spend extra unpaid time completing some of these tasks beyond their assigned contractual tasks.

Instrument 2: OCB Effectivity Questionnaire; shows the words used which represent the true teachers' feelings after spending volunteered extra unpaid time to complete each of the following tasks beyond their assigned contractual tasks. The items used are 10

positive and 10 negative effectivity items measuring in one showing positive and negative effectivity of OCB.

3.4. Delimitation

Many concepts have been introduced in the past around the question “What is OCB?” leaving many ideas and open concepts still to be researched and that by itself is a delimitation of the research. The researcher tried to understand the effect of OCB on teachers in a Sharjah private school using two questionnaires, to collect data and analyze them using a quantitative and qualitative approach. Having participants express their feelings was another delimitation to the research due to the fluctuations in how one feels from one day to the other depending on the circumstances one is in and because it is subjective. Losada and Heaphy 2004 state that “Positive emotions are useful, they tend to broaden one's ideas for taking action, whereas negative emotions narrow one's action.”

Some of the variables like the age, the years of experience were chosen to keep the scope consistent although the gender variable was not equal, but that is due to the nature of the profession in a school environment running from Kindergarten to grade 12. If the research was conducted in many schools then a choice to equalizing gender of participants would be further considered. According to Anit Somech and Ifat Ron (2007) the researchers needs to be able to obtain reliable data and validate results so the variables have a range and can be maintained throughout the research, in this case participant gender can be a controlled variable. Other factors leading to the delimitation of the study is that all the participants are teachers at one

school in a Sharjah private school. Therefore one cannot really state that this data will reflect other teachers in other private or public schools. The data is a representation of a specific school with a student count usually smaller than other schools.

3.5. Ethical Consideration

Ethical considerations are considered, as the researcher is fully aware of the nature of the study and how it can affect teachers and the school if misinterpreted; therefore, approval to take part in the study is obtained from all participants and their school. The study ensures that the respect and dignity of the participants is not underestimated or undermined. The survey questionnaires are stated in a non-offensive manner, fair and nonjudgmental and the identity of the participants shall remain anonymous even to their own organization.

In the process of collecting data, the intellectual property is discussed with the party helping distribute or collect the questionnaires from participants. The participants are informed of the ethics code in order to ensure that participants understand that under no circumstances will the researcher be unethical and disclose any information about the participants, to their managements or other parties.

According to the APA's ethics code, it mandates participants taking part in this research that they know the purpose of the research, how long it will take and the method used. Participants know that they are participating willingly without any risk or harm to anyone including themselves. Confidentiality is not to be broken and the research is to be published

shall keep the participants and the organization confidential at all times. There were no incentives for participation none other than for research purposes. Data sharing strategies are considered before the research beings and the sharing of raw data is with no attachments to any one person or organization. Participants do know that the data and that their information will stay anonymous at all times.

3.6. Reliability

According to the “National Council on Measurement in Education”, reliability is defined “as the consistency of a measure to collect data with similar results. “It is the characteristic of a set of test scores that relates to the amount of random error from the measurement process that might be embedded in the scores. Scores that are highly reliable are accurate, reproducible, and consistent from one testing occasion to another. That is, if the testing process were repeated with a group of test takers, essentially the same results would be obtained.”

The data collected in both questionnaires have yielded reliable and similar results capable of being repeated in a different school and by a different researcher. According to Kirk and Millar (1986) “reliability of the data should yield similar results when using the same instrument, in a different environment and time”. The measurement of data is stable and can be changed to fit the culture and values of the school in any country. The researcher ensures accuracy and participant emotional responses to be reflected through the questionnaires only.

The data is to be used merely for research purpose and to confirm what is OCB and its effect on teachers in a Sharjah private school.

The trustworthiness of the qualitative data depends heavily on four areas in research; credibility where triangulation can be used to add to the credibility of the study, transferability is when the study can be conducted under different circumstances with similar items, similar population and in different context when needed, confirmability where the responses are solely based on the participants with no bias or personal motivation from the researcher and finally dependability where the research can be re-conducted by other researchers and the results yield similar consistent findings.

Chapter Four: Results

The overall participation in the two OCB questionnaires was a successful 84.7 % percent from the total number of teachers approached. Although most participants were females, Podsakoff et al. (2000) states that “demographic variables such as gender have not been related to OCB per say.”

Looking at Table 1, the gender for each teaching level is shown; there are 89% females and 11% male participants. This doesn't not in any way state that women are more likely to preform OCB, but in the education field and specifically in this specific school environment the teacher population is made up of more female teachers than male teachers. Looking at the Kindergarten department there are no male teachers present in that department. According to Drudy (2008) the use of “domestic ideology meant that women are natural nurtures than men, based on what societies expected from women across the world over the past years”. Based on gender role, the research suggests that women have found a place in teaching more than men. In this study more women are in the early childhood and primary levels. Both Skelton (2003) and Drudy (2008) concluded that male teachers associate teaching at the primary level more of a fit for females due to the women's nurturing nature, hence less men are encouraged to teach these levels due to the social label “a women's job,” indicating that women are a better fit than the male teacher. This doesn't in any way state that women possibly get the recognition for preforming OCB as Lovell et al's. (1999) pointed out, “women perform OCB more than men without receiving gratitude or a raise in their pay in comparison to some men”.

Leaving this for further research if women do perform OCB more than men in a school environment.

| <i>Table 1 Gender Count for OCB Questionnaire participant</i> | | | |
|--|---------------|-------------|--------------|
| Teaching level | Female | Male | Total |
| Arabic | 23 | 5 | 28 |
| Elementary | 33 | 1 | 34 |
| Kindergarten | 27 | 0 | 27 |
| Middle and High school | 26 | 7 | 33 |
| Grand Total | 109 | 13 | 122 |

Table 2 shows the percentage of years of experiences teachers in a Sharjah private school have. 67% have teaching experiences ranging from 5 to 9 years, dominating the level of experience in the school suggesting that the school either hired more teachers with experience, or that teachers have been with the school for about 5 to 9 years. Looking at the years 10 to 14 range, 8% have about 11 years of teaching experience and their teaching experience was mostly at the same school from the day the school started. This information was out of the researcher's curiosity and indicated their level of commitment to the school as the principle stated in a side conversation. Then 25% of the teachers have 1 to 4 years of experience and were mostly new hires, as the principle stated. (Note: the side conversation was not recorded but was merely mentioned to understand the data further.)

According to previous studies, teacher retention was linked to teacher job satisfactions (Sergiovanni, 1987). Results show that the 8% of the teachers have about 11 years of experience in the same school suggesting any of the following:

- Teachers are satisfied with their job
- Teachers enjoy teaching at the school
- Teachers enjoy working with their current management
- Teachers find it difficult to look and find a new job somewhere else
- Teachers are so used to their routines and do not like to change much in their lives.

This calls for further research as to why teacher turnover is limited at this school.

| <i>Table 2: Years of Teaching Experience for OCB Questionnaire participants</i> | | | | |
|--|--------------|--------------|----------------|--------------|
| Years of Experience | (1-4) | (5-9) | (10-14) | 15-19 |
| % of teachers | 25% | 67% | 8% | 0% |

Table 3 shows the level of education teachers have. The level of education varied amongst teachers and one came to the researcher as a surprise, it was the 0.008% of teachers who had a PHD. When talking to the principle the researcher acquired information that one teacher had a PHD and was a practicing doctor who decided to go in to the education field to benefit the students ranging from his knowledge to his experience, he was teaching high school sciences. The 90% of teachers had a Bachelor's degree and the 9% had a Master's degree or pursuing a Master's degree.

School effectivity is important and schools now demand more from teachers when it comes to qualifications, certification and higher degrees; hence, educators try to keep up with the changes of time to meet these demands. In order to influence students, the daily interactions demand the teaching quality and experiences to be really good. Education over the years has shaped the future of students; hence, if the teacher has a better understanding of what the new world requires, specific to qualifications they can pass down that information to students. Today's world calls for both education and experience and everyone is trying to get to be up to date in the scope of education. Many teachers believe that if they were to advance their education, they might have a better chance at a new position in the education field. Many view it as a way to empower themselves further and in return empower their students. Recently a growth is seen in management supporting teachers as they aim to upgrade their education level but not at the cost of the school or school time. Higher educated teachers can be considered as an asset to the school from a performance standard point of view and as a motivating marketing strategy in front of parents.

Therefore, the general perspective today is if one has professional knowledge and skills, opportunities may lead to better outcomes and attitudes on life in the teaching profession. Many teachers need to set new key performance indicators every year and improve their understanding of what education outside of their classroom looks like, empowering teachers to have new hopes and perspective. Some teachers might not value higher education because they may feel that their experience is good enough to perform their tasks as a teacher,

but they do value professional development to keep up with the fast lane of education, like technology.

| <i>Table 3: Years of Teaching Experience for OCB Questionnaire participants</i> | | | |
|--|--------------------------|------------------------|------------|
| Level of Education | Bachelor's Degree | Master's Degree | PHD |
| % of teachers | 90% | 9% | 0.008% |

4.1. Analysis of Quantitative Data

Looking at table 4, The scores from the General OCB Scale revealed some interesting results. The mean rating for each of the 5 dimensions of OCB served under a 1- 5 Likert scale. 1- being “Strongly Disagree”, 2 -being “Disagree”, 3- being “Neutral”, 4 -being “Agree” and 5- being “Strongly Disagree”. All variables present in Table 4 showed the mean of teacher’s OCB from a general OCB Scale Questionnaire used to collect quantitative data. The scales that received the higher score was Sportsmanship (M= 6.21) followed by Altruism (M= 5.89), Courtesy (M =5.54), Conscientiousness (M= 5.21) and the lowest being civic Virtue (M=5.11).

As stated by Podsakoff et al. (1990) that Sportsmanship, “highlights how teachers have a higher level of tolerance to unexpected circumstances without affecting their positive behavior”. The results yielded high scores for Sportsmanship, this shows that teacher have a

strong value or emphasis on collectivism and hence point out that managers might be providing a trustworthy environment where OCB is valued and is acknowledged as seen in many literatures on OCB. One can assume from the results that teachers might have full trust in their school management that it does foster and promote OCB. Therefore, OCB is very important to teachers.

Altruism coming second highest in the scores showing that teachers go beyond their job requirements to help other teaches. This could play a big role in the group help, due to Sportsmanship being higher in scores. The results could suggest that teachers are being helpful and altruistic for their own needs, or to actually help others including students. One can state that intrinsic rewards appeals to teachers along with the care for students and their future. It could also be a need to deal with maybe a lack of resources at the school pushing teachers to innovate and spend extra time to accomplish something outside of contractual paid tasks. Some teachers might have extrinsic motivation tied with reward which could benefit themselves or their department. This can also be explained further that teachers set high expectations for their students as they set high expectations for themselves to role model good behavior, for the students, the parents and the management, hence perform OCB at different levels to be a good role model.

Followed by Courtesy defined by Organ (2006) as “being polite and considerate to others”. Teachers are try to teach and deal with good manners because in the end of the day they are who shape future minds and young attitudes. As teacher lead with polite

characteristics, their tendency to perform OCB comes naturally especially when someone needs help. As such the results show high importance of OCB to teachers.

| <i>Table 4: General OCB Scale Questionnaire</i> | | |
|--|------------------------|---------------------------------------|
| | <i>Mean (M)</i> | <i>Standard deviation (SD)</i> |
| <i>Altruism</i> | 5.89 | 0.76 |
| <i>Conscientiousness</i> | 5.21 | 0.86 |
| <i>Sportsmanship</i> | 6.21 | 0.72 |
| <i>Courtesy</i> | 5.54 | 0.81 |
| <i>Civic Virtue</i> | 5.11 | 0.88 |

Using the “Positive and Negative Effectivity scale there were two ways to look the questionnaire, one using the quantitative method and second using the qualitative method.

Looking at the results in Table 5 in a quantitative approach, again one of the 5 Dimensions of OCB had the highest score. Sportsmanship had proven again its positive effectivity by having the highest score (M=12.20) followed by Courtesy (M=11.90), Civic Virtue (M=11.54), Conscientiousness had a score of (M=11.3) and with the lowest score came Altruism with a Mean of 11.

When feelings are involved the results varied slightly from the General OCB questionnaire results, the perception of how one feels at a specific point can be misleading due to the nature of the fluctuating changes in feelings. Although the researcher observed a consistency in Sportsmanship playing the biggest role as being one of the most important dimensions of OCB. This again indicates that the teachers value teamwork according to Podsakoff et al. (1990) and their behavior shows “higher levels of tolerance to unexpected circumstances without affecting their positive behavior”. This could also indicate that the school managers must have created a trustworthy environment and teachers feel that their OCB actions or skills are valued and appreciated. As previous research in 1938, Barnard states that OCB is “a cooperative system and that employees go beyond their job duties and contributed greatly to the organization by contributing towards other employees” (Barnard, 1938).

According to Podsakoff et al. (1990) Courtesy means that teachers work well together to resolve work related issues, and giving space for good character to role model professionalism for students and other employees. To be courteous to others sometimes comes naturally to some people and other must work hard at it in different circumstances. When courtesy takes place, it creates a safe environment for both students and staff members.

Very little negative effectivity was observed although some participants did have some strong negative feelings towards the 5 dimension of OCB since they were not paid for tasks outside of contractual time.

| <i>Table 5: OCB Effectivity Questionnaire</i> | | |
|---|---|---|
| | <i>Positive Effectivity Mean</i> | <i>Negative Effectivity Mean</i> |
| <i>Altruism</i> | 11 | 1.2 |
| <i>Conscientiousness</i> | 11.3 | 0.85 |
| <i>Sportsmanship</i> | 12.20 | 0.00 |
| <i>Courtesy</i> | 11.90 | 0.30 |
| <i>Civic virtue</i> | 11.54 | 0.66 |

4.2. Summary of the Quantitative Results

According to the first questionnaire, the quantitative results show that OCB is of high importance to teachers and that is why they perform it in the school, with Sportsmanship being highest amongst teachers as most important. According to Podsakoff et al. (1990), Sportsmanship highlights how teachers have a higher level of tolerance to unexpected circumstances without affecting their positive behavior. This can explain as to why some of the teachers are continuously teaching in the school although the school is undergoing some circumstances and changes like accreditation and an expanded building. Followed by Altruism, Podsakoff et al. (1990) states that “altruism highlights the fact that teachers value discretionary behaviors of helping each other with non-contractual tasks’. Followed by courtesy and according to Podsakoff et al. (1990), “teachers have discretionary behavior allowing them to resolve and avoid work-related problems, this strengthens the bond between teacher and serves a more professional environment. Creating a safe environment for the students and for all staff members”. As Conscientiousness, came in second last the researcher understood that teachers “value discretionary behaviors to follow rules and policies beyond regular expectations but to a limit, which might indicate that they can break the rules from time to time”. Finally, Civic Virtue was the least valued amongst teachers when it came to teacher involvement in school activities outside of contractual paid time.

The final step in the study utilized the questionnaire to measure OCB’s positive and negative effectivity on teachers using the OCB Scale of Podsakoff et al. (1990). The questions in the questionnaire were also pertaining to the 5 dimensions of OCB with the use of

indications of how participant feel when fulfilling a specific task. The feelings were represented by 10 positive effectivity items and 10 negative effectivity items. Sportsmanship questions were flipped questions as in the previous questionnaire.

| Table 6: Summary of Organizational Citizenship Behavior Effectivity Scale (20 items) | | | | | | | | | | | | | | | | | | | | |
|--|----------------------------|-----------------------|---|--|---------------------------------|--------------------------------------|--|-----------------------|----------------------------|--|----------------------------|----------------------------|---------------------------------|---|----------------------------|---------------------------------|-----------------------|--|---------------------------------|---------------------------------|
| 5 Dimen sions and the Mean for each feeling | Positive Effectivity | | | | | | | | | | Negative Effectivity | | | | | | | | | |
| | A c t i v e | A l e r t | A t t e n t i v e | E n t h u s i a s t i c | E x c i t e d | I n s p i r e d | I n t e r e s t e d | P r o u d | S t r o n g | D e t e r m i n e d | A f r a i d | S c a r e d | J i t t e r y | I r r i t a b l e | G u i l t y | A s h a m e d | U p s e t | D i s t r e s s e d | N e r v o u s | H o s t i l e |
| Altruism | | | | | | | | | | | | | | | | | | | | |
| Mean | 30 | 1 | 6 | 4 | 5.8 | 3.6 | 1.4 | 46.8 | 8 | 3.4 | 0 | 0 | 1.2 | 4.2 | 0.8 | 0.6 | 4.6 | 0.2 | 0.4 | 0 |
| Appr ox. % of Teac hers | 24.5 | 0.08 | 4 | 3 | 4 | 2 | 1 | 38.3 | 6.5 | 2.7 | 0 | 0 | 0.01 | 3 | 0.06 | 0.04 | 3.7 | 0.01 | 0.03 | 0 |
| Conscientiousness | | | | | | | | | | | | | | | | | | | | |
| Mean | 19 | 0 | 35.25 | 0 | 0 | 0 | 3.25 | 42.75 | 3.5 | 9.5 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 5.5 | 0 |
| Appr ox. % of Teac hers | 15.5 | 0 | 28.8 | 0 | 0 | 0 | 2.6 | 35 | 2 | 7 | 0 | 0 | 0.08 | 0.08 | 0 | 0 | 0.08 | 0 | 4.5 | 0 |
| Sportsmanship (Flipped questions therefore Negative effectivity indicates positive feeling due to types of questions) | | | | | | | | | | | | | | | | | | | | |
| Mean | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9.6 | 3.4 | 14.8 | 2.2 | 22.4 | 27.2 | 40.2 | 0 | 2.2 | 0 |
| Appr ox. % of Teac hers | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7.8 | 2.7 | 12.1 | 1.8 | 18.3 | 22.2 | 32.9 | 0 | 1.8 | 0 |
| Courtesy | | | | | | | | | | | | | | | | | | | | |
| Mean | 52 | 3 | 6.75 | 1 | 0 | 3.25 | 1 | 29.5 | 0 | 22.5 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 |
| Appr ox. % of Teac hers | 42.6 | 2.4 | 5.5 | 0.08 | 0 | 2.6 | 0.08 | 24.1 | 0 | 18.4 | 0 | 0 | 0.08 | 0.08 | 0 | 0 | 0 | 0 | 0.08 | 0 |
| Civic Virtue | | | | | | | | | | | | | | | | | | | | |
| Mean | 15.4 | 2.6 | 27.4 | 1.4 | 0 | 2.6 | 14.2 | 24.6 | 18.6 | 8.6 | 0.8 | 1.2 | 0.8 | 1 | 0 | 0 | 0 | 2 | 0.8 | 0 |
| Appr ox. % of Teac hers | 13 | 2.1 | 22.4 | 1 | 0 | 2.1 | 11.8 | 20.1 | 15.24 | 7 | 0.06 | 0.09 | 0.06 | 0.08 | 0 | 0 | 0 | 1 | 0.06 | 0 |

Looking at the results in Table 6, they indicate that courtesy showed the highest mean of (M=52) where 42.6% of teachers chose the positive effectivity item “Active”, followed by “Proud” (M=29.5) where 24 percent of teachers chose this item. Followed by “Determined” (M=22.5) where 18.4 % of teachers chose this positive effectivity item.

Overall, the questionnaire yielded a positive effectivity outcome of OCB on teachers as results highlight each of the five dimensions of OCB more in the positive effectivity items.

When participants were questioning how they feel, results revealed a different result than the previous questionnaire where sportsmanship wasn’t the most highly scored dimension of OCB.

This questionnaire highlights that the participants’ feelings have more weight on Courtesy followed by Altruism, then Conscientiousness, followed by Sportsmanship and the least scored dimension was again Civic Virtue. It is interesting to observe and understand the role of feelings and how they influence a person. Since feelings are reported not based on what is socially desired, when done in private, the nature of the answers is genuine. Where one might argue that the first questionnaire participants may have choose what they thought is socially desired. In this case feeling are true and genuine but are also subjective because they can change depending on circumstances and experiences.

4.3. Analysis of Qualitative Data

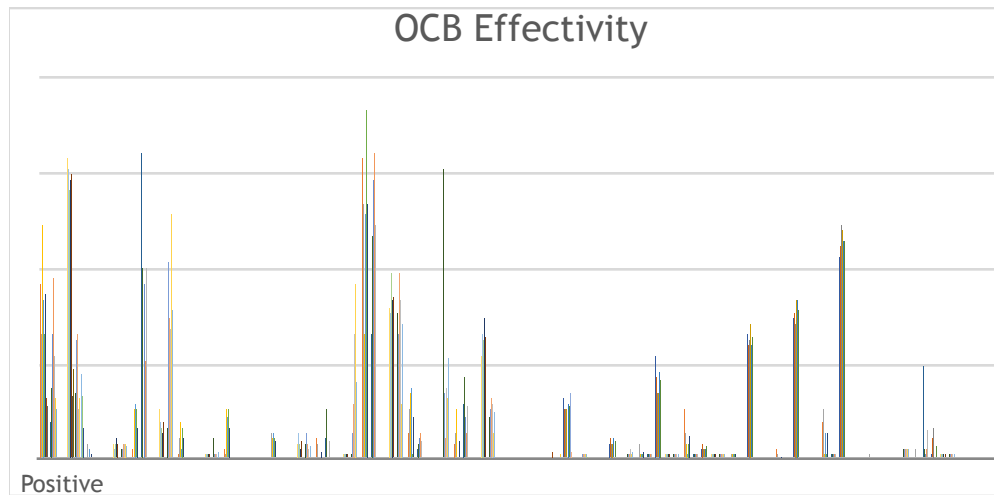


Figure 3 OCB Effectivity

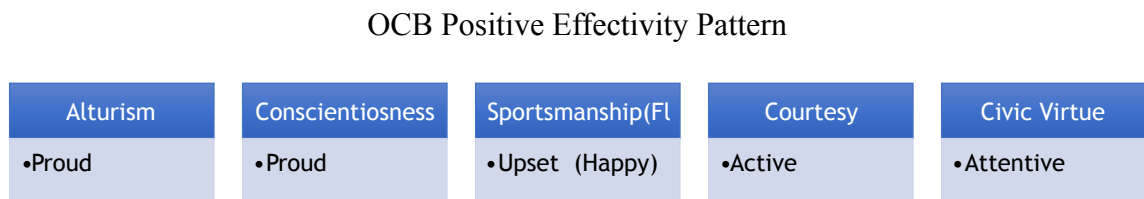


Figure 4 OCB Positive Effectivity Pattern

Looking closely at the results of each dimension in Figure 3, in a qualitative approach; some of the feeling are highlighted as follows:

Altruism: showed positive effectivity items expressing feelings like “Proud” being most expressed followed by “Active”.

Conscientiousness: showed positive effectivity items expressing feelings like “Proud” being most expressed followed by “Attentive”.

Sportsmanship: is a special case because the questions are flipped to express other feeling the following questions were:

1. Consume a lot of time complaining about trivial matters.
2. Always focus on what’s wrong, rather than the positive side.
3. Tend to make “mountains out of molehills”.
4. Always find fault with what the organization is doing.
5. The classic “squeaky wheel” that always needs greasing.

In response to these questions participants expressed feelings as lead by “Upset” followed by “Ashamed”, “Guilty”, “Jittery”, “Afraid”, “Scared” and “Nervous” when answering the questions. Indicating that sportsmanship has a positive effectivity on teachers.

Courtesy: scored the most as one of the dimensions of OCB, where feeling “Active” was most expressed, followed by “Proud”, and “Determined”.

Civic Virtue: had evenly distributed positive feelings unlike the other dimensions, where feelings like “Attentive” was expressed most followed by “Proud”, “Strong” then “Active”.

Overall the participants showed very little feelings represented by items like “Excited”, “Enthusiastic”, “Inspired” or “Interested” from the 10 positive effectivity items.

Looking at Figure4, the pattern in the positive effectivity scale shows the dominant and repetitive feeling being represented as “Proud”. One striking factor is looking at Sportsmanship, some of the phrases used to express true feelings when answering some of the flipped questions. Participants showed fear of consuming time to complain or always focus on the wrong thing. Feeling such as “Afraid”, “Jittery”, “Guilty” and “Upset” which indicate the nature of the participants. If the questions were not flipped the sportsmanship dimension would most likely have feeling represented as proud and happy. Most participants showed OCB performance from how the questionnaires were answered due to the positive effectivity items chosen, along with the fact that OCB has a general positive effectivity on teachers. There must be a significant relationship between the teacher’s daily task performance and how it is linked to OCB. The overall results of the study are consistent with previous studies in a school environment, being that the overall effect of OCB on teacher is positive (Oplatka, 2009; Ifat and Ron, 2007).

Therefore the 5 dimensions of OCB results show consistency with previous results which some variations but overall were perceived as positive. Although the results do point out that expression of feelings carry from one dimension to the other.

Organ, 1990; Podsakoff et al., 2000; Van Dyne et al., 1995, highlighted in their previous research that OCB focuses more on the practicality of the person’s actions and that can vary as to how OCB can be defined or understood. Also, how one person defines an extra unpaid task might differ and could be part of their job tasks while others don’t see it the same

way. Future studies are needed to explain how do teachers perceive OCB and why do they think it is important enough to perform it.

Barnard (1938) stated that “the employee’s spontaneous contributions was not sustainable to the success of the organization due to the lack of motivation and not enough reward” therefore Barnard (1938) concluded that “in order for people to willingly cooperate is the antecedent of spontaneous contributions (OCB) and that willingness to cooperate, whether positive or negative, is the expression of the net satisfactions or dissatisfactions experienced or anticipated through alternative opportunities”. Therefore, the researcher can state that due to the results teacher are satisfied in their positions for them to continue their OCB performance.

4.4. Summary of the Qualitative Results

From the above results since feelings were consistently positive, one can state that some human instinct and intrinsic motivation may have played a role in defining how each person feels, how their personality is affected and how they approach their goals and value OCB as important. The above results indicate that OCB makes teachers who volunteer their unpaid feel “Proud” and “Active” therefore some feel accomplishment or internal reward which helps teachers carry on their days, months and years of repetitive teaching.

According to Maslow’s hierarchy of needs, highlights that every human needs are the same (Maslow, 1943). OCB can be one of these needs as the outcomes are positive due to actions unaccounted for but may have greater importance to teachers. Terms like “Active”, “Proud”, “Excited”, “Enthusiastic”, are used to express one’s self reported feelings, and they could be similar to the terms used by Maslow in order to explain human nature and the

motivations that humans need to carry on (Maslow, 1954). Knowing that all humans are not the same therefore it can be stated that the results show those who view OCB as important show positive feelings and those who view OCB as less important show some negative effectivity of OCB on some teachers.

The above results do show great emphasis on the positive effectivity of OCB on teachers and schools. Management could have developed methods to promote OCB creating a drive for teacher to share their time and have a source of motivation. (Maslow, 1954) states “that many people will need motivation to be effective even if some people are self-motivated they still need some external factors to motivate them”. When schools come to realize the value of OCB as a source of effectivity for the school creating job satisfaction experiences can change many teacher’s perspective on OCB and in return increase the rate of OCB performers in the school. Further research can explore the theory of motivation and its effect on OCB in-order for schools to understand how to motivate their employees further to benefit the school.

The results of the questionnaires align with previous literature frameworks highlighting the positive effects of OCB on the individual (Kidwell et al., 1997). As more teachers volunteer their extra time in school during non-contractual paid time, much more benefits can be observed for the teachers, students and the school with some draw back on a new hypothesis that potentially the personal life of teacher may be effected negatively. Further research can confirm or refute this hypothesis and can consider it in details.

Chapter 5: Conclusion

Today OCB has become very important and has been recognized by school managers as a contributor to the school's effectiveness (Podsakoff and MacKenzie, 1997). Therefore, schools now come up with innovative ways to encourage OCB (DiPaola and Tschannen-Moran, 2001, George and Jones, 1997) Currently there is very little raw data driven information about OCB in Sharjah schools and therefore growing the research gap in literature when it comes to the effects of OCB on teachers in Sharjah private schools. The study was conducted to add value by confirming results of previous research opening new doors or broader research.

Driving education towards the 2021 vision is key, hence this study aims to understand the effectiveness of OCB on teachers in a Sharjah private school, which in result was a positive effect, meaning that the overall experience while performing OCB for teachers is positive, creating a positive environment in the school. The analysis concluded that different variables could be approached in association with OCB and its effects on teachers. Factors such as intrinsic or extrinsic motivation could also play a role and understanding these factors could be key to understanding OCB further. Leadership styles could be another factor and many more.

A mixed method was followed to enable data collection using qualitative and quantitative methods. The use of a mixed method research design helped shed light and answer questions as to what is OCB with the purpose of not innovating a new perspective on OCB but to shed some light on what effect OCB has on teachers in a different school

environment than those studies previously more in the context of the UAE. A positivist approach was approach to gain depth of knowledge from the research and it depended on collecting facts about OCB which led to an explanation using patterns known as a quantitative method of analysis (Finch, 1986). Another approach was the post-positivist approach where it does not really depend on collecting facts and measuring patterns, instead its added meaning to the teacher experiences and feelings when they perform OCB (Easterby-smith, Thrope and a. Lowe, 1991). This approach contained subjectivity and bias in many cases due the limitations or broadness of what feelings are represented, but in the end this qualitative method of analysis helped share information as to how teacher feel when perform OCB therefore the overall effectivity was a positive one. Both methods had catered to understanding of OCB and its effects on teachers in support of other research already existing around OCB.

Data was collected from 122 participants using two questionnaires one being a general OCB Scale questionnaire based on the OCB Scale of Podsakoff et al. (1990). It had a 24-item scale that refers to the 5 dimensions of OCB (Altruism, Conscientiousness, Sportsmanship, Courtesy and Civic virtue.) to measure the importance of OCB to teachers. Teachers used criteria either to disagree or agree using a 5-point Likert-type scale. The results showed higher values leading more towards a higher emphasis on the importance of OCB to the teachers, with Sportsmanship in the lead to show that teachers have a higher level of tolerance to unexpected circumstances without affecting their positive behavior. The results all showed that OCB is of high importance to teachers.

The second questionnaire was an OCB effectivity questionnaire designed by Watson and Tellegen (1985) where data was used in both a quantitative and a qualitative way to help understand the effectivity of OCB on teachers in a Sharjah private school. Feelings were used to analyze the positive or negative effect of OCB on teachers using a 20-point scale showing 10 positive and 10 negative items. The data was categorized and placed in to positive and negative effectivity items arising from the questionnaires to draw conclusions leading to a positive effectivity. Consistent results as the previous questionnaire stating that OCB has a positive effectivity on teacher in a Sharjah private school.

Data from both questionnaires had some limitations as discussed, the researchers aimed to restrict any limitations by avoiding any bias or any deviation error from occurring. The participants being from the same pool sample limits the research since all are from one school, the researcher will consider in the future participants from other schools, both private and public. The researcher also hopes to explore what are the methods to promote OCB from a managerial perspective and what are OCB's negative effects on the teachers' personal life. Further research in hopes to understand the negative effectivity on the teachers' life can help reduce factors and reverse the negative effectivity with actions to make it a positive one.

5.1. Summary of the Study

The overall study has shown that some OCB performers exhibit natural positive effectivity feelings when performing OCB, as self-reported by participants. With an internal

drive to continue performing OCB even when the teacher is not recognized by management or praised, positive effectivity was observed overall proving previous literature and confirming that OCB has a positive effectivity on teacher in schools. Although very little individuals showed signs of discomfort in “feelings or negative effectivity items when expression actions leading to OCB, indicating that they might distance themselves from performing OCB or even other assigned tasks” (George, 1990). Conclusions of what plays a role in promoting OCB could be due to intrinsic or extrinsic motivation is a key to answer if it leads to higher positive feelings and outcomes for those who perform OCB.

Organ (1998) changed history as he defined OCB and later researchers have contributed further as to how organizations create a culture of shared values and social beliefs within their work environment, enabling trust and accountability of employees. Employees sometimes exhibit what is socially desirable and try to represent the organization in the best way possible or themselves leading to great satisfaction in their job and helping students. OCB was seen as important to teachers due to results from both questionnaires, with positive effectivity on teachers in the school.

As Sportsmanship, Courtesy, Altruism along with the other dimensions of OCB play a role in shaping peoples life experiences, then one can state that the education system is on the right path when there are people who care and OCB creates a positive atmosphere for teachers to thrive.

5.2. Key findings

The results have confirmed the hypothesis from the study, where OCB is seen as an overall positive effectivity on teacher and tasks are seen as team work and ethical.

The results confirmed the answers to the following Hypothesis:

- Hypothesis 1:

Results confirmed that OCB performers exhibit natural positive (+ve) feelings when performing OCB. The participants showed emotions tied to positive effectivity items, where optimism is present. Watson, Pennebaker, & Folger, (1987) state that those who exhibit positive feelings will be more satisfied in their jobs. Positive feelings may be due to intrinsic factors which allow participants to continue performing OCB. Although many teachers know that some of their task are unrecognized and unpraised continuity of OCB is present.

- Hypothesis 2:

Very few participants exhibit natural negative (-ve) feelings when performing. Reasons are not stated but some exhibit strong emotions that show some negativity effect of OCB on some participants. This could be due to intrinsic demotivation or something that is putting them off from performing OCB. The very few participants who showed discomfort with performing tasks which are not paid does not in any way state that they do not still perform OCB regardless of their feelings.

- Hypothesis 3:

Extrinsic motivation might be a factor in promoting OCB creating positive effectivity of OCB on teachers. This might be the explanation to sportsmanship being highly scores in both cases creating a cohesive team environment.

5.3. Recommendations

The theory of motivation has been explored over the years and is seen in concepts which affect OCB. Schools are a good way to see how motivation theories work and can expand on literature to further understand OCB positive effectivity. Wayne and Green, (1993) mentioned that OCB benefits individual positively when they volunteer their extra time not delegated by their formal job description. These benefits show that they effect the students and the wider community in the future (Kidwell et al., 1997). The time and effort provided due to teachers performing OCB enriched literature to look into “what is Organizational Citizenship Behavior (OCB) and how did it originate?”

Since motivation can be a factor to influencing OCB performance Katz and Kahan (1966) “recognized that this might violate employee rights and cause an insecurity in social responsibility”. Organ expanded on the concept of OCB defined it as "individual behavior 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" (Organ, 1988). Organ, states that “a civic virtue behavior demonstrated that an employee is interested in the wellbeing of the organization and are concerned with having a positive influence on the organization.” later Organ (2006) defined sportsmanship; one of the 5 dimensions of OCB as

the “employee’s willingness to tolerate a less-than-ideal organization and its circumstances without complaining even when they do not like it or agree with the organizations decisions” which is seen had the highest score in both questionnaires. Organ (1988) also confirmed that “the initiative to preform OCB is from within and in the hope of interpersonal help and internal motivation”. Since schools have become dependent on teachers’ extra time for the success and effectivity if the school along with financial benefits, school management hope to further understand OCB, how it effects teachers and how to further promote it in the school.

With the literature gap seen revolving around the understanding of what is OCB and what effects does it have on teacher in a Sharjah private school, previous studies were approached to replicate their method of testing (instrument) with minor adjustments to fit the culture of the school and teacher’s time limitation. results showed positive outcomes of OCB matching previous research which confirmed that all the current research and the literature are in line and further research can be approached.

5.4. Implications

Although OCB has been an area studied over the years, hence research in the education field and specifically in the school environment is limited and is new to the field of research. This research is unique in its nature due to the fact that studying OCB in the United Arab Emirates at a private school is the first. This study follows a mixed method serving both quantitative and qualitative methods to understand OCB and its effects on teacher in a Sharjah environment. As a result, this research provides new data to advance the topic of OCB and

confirm what it is and how it effects teachers. Podsakoff et al. (1997) states that OCB contributes to the efficiency of organization and has a positive effect on student achievement also agreed by Burns & DiPaola, (2013); DiPaola & Hoy, (2005).

Many aspects of what OCB offers in an organization has been studies but there is a lack of understanding of the effect of OCB on teachers in the UAE. The research did attempt to understand what is OCB and its effects on teachers, the scope was limited due to the fact that it took place at one private school. This calls for further research to expand to more private schools which may be conducted also in public schools in the UAE. The vast amount of data from different schools will provide further analysis of the data in hopes to reveal further information about the effects of OCB on teachers in the UAE, therefore agreeing with previous research.

The current study showed that the effect of OCB on teachers is positive and OCB is valued highly and understood by the participants. Some questions arise from the results which may lead to further studies

1. Does performing OCB affect the teacher's personal life?
2. Does OCB create a better team work environment, hence improving efficiency?
3. Does OCB benefit the school economically, hence improving productivity and efficiency?
4. Does OCB help the student's achievement?
5. Do organizations put effort into promoting OCB and what are the methods?

6. Do leaders management styles promote or affect OCB performance?

Since OCB in a school environments are new to the research field, many of the questions are endless when it comes to OCB and its effect on those involved and affected by it, therefore making it an important subject to be further investigated. Especially that over the years OCB has been seen as a great contributor to the efficiency and economical savior of organizations when times are hard, making it a better reason for schools to understand OCB and its effect on teachers.

5.5. Limitations

The OCB study has several usual limitations as with any research study, therefore leading to further research in the near future. One of the first limitations is the process of data collection via questionnaires makes the data subjective and yield some bias. This could be due to people who like to think the best of themselves when answering questions and the true nature of actions can be more observed through interactions and experiences. This study tried to avoid gender bias, although the study had both male and female participants with vast years of experience, unfortunately more female participants were present due to the pool selection from one Sharjah private school, where more females worked than male. Personal interpretations and definitions of OCB was a drive in the data collection and this was one of the main curiosities of the researcher which is to understand what is OCB and its effectivity on teachers in a Sharjah private school, in order to understand how to better promote OCB amongst teachers to benefit the organization further. The third limitation is due to the fact that

all participants are from the same school, which might limit the research as to is the true understanding of what is OCB and how the culture of the organization plays a part where it values and promotes OCB. This leads to the limitation that the participant pool selection is not a true representation of the population. The fourth limitation points to one strong factor which could be that participants are not patient enough to conduct both questionnaires due to work stress factors or the questionnaire given at the wrong time and day.

Although there was no control group to compare questionnaire results to, it could be stated that the subject can be very tricky depending on the approach. OCB has been studied for several years by many researchers still find the concept of what is OCB not clear due to the involvement of different people and how they lead their lives on a daily basis.

Both methods highlighted the advantages and disadvantages with each of the method drawing conclusions on what is OCB and its effect on teachers in a Sharjah private school providing further research questions. Both methods also providing multiple factors that influence people's behavior may lead to observe variation in the results.

This research comes with some difficulties as to how to honor and keep the participant identity anonymous.

A good limitation is that fact that outside factors influencing teachers OCB was not studies and that could have yielded different results.

Time was one of the most limitations in the study, it was very difficult to have management and teachers to agree to take the questionnaires and return them, due to accreditation and inspection preparations taking place. The teachers were under stress as is and didn't want to take on a new task although it didn't take too much of their time. With all the limitation from sample error deviation of the sample from the true characteristics of the population, the possible gender bias overview, and the true representation of how OCB is defined or viewed from one organization to the other, it was interesting to see that the results were consistent from one questionnaire to the other, and had similarities to other studies. These limitations led to igniting curiosity and hope for further research on what is OCB and its effects on teachers in UAE schools.

5.6. Scope for Further Study

The results generated a strong reason for the researcher to continue further in the research and conduct the questionnaire with the help of a more broader pool of participants from different schools. Deeper analysis of the negative effects of OCB on teachers could be studies further while looking at variable as to how it effects their personal lives as well as their work lifestyle.

5.7. Concluding Note

The study aimed to answer two questions the researcher had about “What is OCB and its effects on teachers in a Sharjah private school?”. Results support the hypothesis and conclude that OCB is important to teachers with high positive effectivity. This can indicate teacher who

perform OCB while being satisfied in their jobs daily serves the school management to invest in a just and fair system to promote OCB further. By highlighting actions and praising OCB performers, management can seek benefits to increase school effectivity and at the same time seek teachers' well-being especially during days leading to inspections and accreditation. By focusing further research on OCB in a school environments, the teacher's roles could develop further and advance the concept of what OCB is, what purpose it serves and how it effects teachers. Management always need support during changes like new curriculums and processes that come in to place, OCB can be a great asset to invest in and promote while keeping the best interest of teachers in mind. Creating a mentor system where returning teachers can help new recruited teachers can mask unpaid tasks which might be burdening into tasks which are best looked upon and desired by the teacher and by management. OCB if well understood, can help school management understand how to increase school effectiveness and how OCB plays a key role in the satisfaction of teachers.

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Appendices

Instrument 1: General information and General OCB Scale Questionnaire

| | | | | | |
|---|---------------------|------------|-------------------|---------|-------------|
| Instructions: please circle applicable and fill in the information below. | | | | | |
| Age | (25-29) | (30-39) | (40-49) | (50-59) | (60-69) |
| Gender: | (F) | | (M) | | |
| Highest level of education: | (Bachelor's Degree) | | (Master's Degree) | | (PHD) |
| Job Title: | | | | | |
| Teaching level: | KG | Elementary | | | High school |
| Years of Teaching Experience: | (1-4) | (5-9) | (10-14) | (15-19) | (20-24) |

| Organizational Citizenship Behavior Scale | | | | | |
|---|----|---|---|---|----|
| Rate on a scale of 1-5 how important are the following statements in your daily work behavior that you would spend extra unpaid time completing some of these tasks beyond your assigned contractual tasks. | | | | | |
| | SD | D | N | A | SA |
| Altruism | | | | | |
| 1. Helping other teachers who have been absent | 1 | 2 | 3 | 4 | 5 |
| 2. Helping others who have heavy workloads. | 1 | 2 | 3 | 4 | 5 |
| 3. Helping orient new teachers even though it is not required. | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|--|---|---|---|---|---|
| 4. Willingly help others who have work related problems. | 1 | 2 | 3 | 4 | 5 |
| 5. Always ready to lend a helping hand to those around me | 1 | 2 | 3 | 4 | 5 |
| Conscientiousness | | | | | |
| 1. Attendance at work is above the norm. | 1 | 2 | 3 | 4 | 5 |
| 2. Do not take extra breaks. | 1 | 2 | 3 | 4 | 5 |
| 3. Obey school rules and regulations even when no one is watching. | 1 | 2 | 3 | 4 | 5 |
| 4. Believe in giving an honest day's work for an honest day's pay. | 1 | 2 | 3 | 4 | 5 |
| Sportsmanship | | | | | |
| 1. Consume a lot of time complaining about trivial matters. | 1 | 2 | 3 | 4 | 5 |
| 2. Always focus on what's wrong, rather than the positive side. | 1 | 2 | 3 | 4 | 5 |
| 3. Tend to make "mountains out of molehills" . | 1 | 2 | 3 | 4 | 5 |
| 4. Always find fault with what the organization is doing. | 1 | 2 | 3 | 4 | 5 |
| 5. The classic "squeaky wheel" that always needs greasing. | 1 | 2 | 3 | 4 | 5 |
| Courtesy | | | | | |
| 1. Take steps to try to prevent problems with other teachers. | 1 | 2 | 3 | 4 | 5 |
| 2. Is mindful of how my behavior affects other people's jobs. | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|--|---|---|---|---|---|
| 3. Do not abuse the rights of others. | 1 | 2 | 3 | 4 | 5 |
| 4. Try and avoid creating problems for colleagues. | 1 | 2 | 3 | 4 | 5 |
| Civic Virtue | | | | | |
| 1. Consider the impact of my actions on coworkers. | 1 | 2 | 3 | 4 | 5 |
| 2. Attend meetings that are not mandatory, but are considered important. | 1 | 2 | 3 | 4 | 5 |
| 3. Attend functions that are not required but help the school image. | 1 | 2 | 3 | 4 | 5 |
| 4. Keep abreast of changes in the school. | 1 | 2 | 3 | 4 | 5 |
| 5. Read and keep up with school announcements, memos, and so on. | 1 | 2 | 3 | 4 | 5 |

*** Please note all rights are reserved by Anit Somech and Ifat Ron (2007) based on the OCB Scale of Podsakoff et al. (1990)

Instrument 2: OCB Effectivity Questionnaire

| Organizational Citizenship Behavior Effective Scale (20) | | | | | | | | | | | | | | | | | | | | |
|---|--------------------|--------------------|---------------|------------------------|-------------------------------|---------------------|--------------------------------------|-----------------------|-------------------------|--------------------|------------------------------|---------------------------------|--------------------------------|-------------------|---------------|----------------------------|----------------|---------------------|------------------------|-----------------|
| Place a check mark under the word which represents your true feelings after spending volunteered extra unpaid time to complete each of the following tasks beyond your assigned contractual tasks. | A ct iv e | A fr ai d | A le rt | S c a re d | A tt e nt iv e | Ji tt er y | E nt hu si as ti c | Ir ri ta ble | E x ci te d | G ui lt y | I n s pi re d | A s h a m e d | I nt er es te d | U p se t | P ro ud | Dis tr es se d | St ro ng | N er v ous | Det er min ed | Ho st ile |
| Altruism | | | | | | | | | | | | | | | | | | | | |
| 1. Helping other teachers who have been absent | | | | | | | | | | | | | | | | | | | | |
| 2. Helping others who have heavy workloads. | | | | | | | | | | | | | | | | | | | | |
| 3. Helping orient new teachers even though it is not required. | | | | | | | | | | | | | | | | | | | | |
| 4. Willingly help others who have work related problems. | | | | | | | | | | | | | | | | | | | | |
| 5. Always ready to lend a helping hand to those around me | | | | | | | | | | | | | | | | | | | | |
| Conscientiousness | | | | | | | | | | | | | | | | | | | | |
| 1. Attendance at work is above the norm. | | | | | | | | | | | | | | | | | | | | |
| 2. Do not take extra breaks. | | | | | | | | | | | | | | | | | | | | |
| 3. Obey school rules and regulations even when no one is watching. | | | | | | | | | | | | | | | | | | | | |
| 4. Believe in giving an honest day's work for an honest day's pay. | | | | | | | | | | | | | | | | | | | | |
| Sportsmanship | | | | | | | | | | | | | | | | | | | | |
| 1. Consume a lot of time complaining about trivial matters. | | | | | | | | | | | | | | | | | | | | |
| 2. Always focus on what's wrong, rather than the positive side. | | | | | | | | | | | | | | | | | | | | |
| 3. Tend to make "mountains out of molehills" . | | | | | | | | | | | | | | | | | | | | |
| 4. Always find fault with what the organization is doing. | | | | | | | | | | | | | | | | | | | | |
| 5. The classic "squeaky wheel" that always needs greasing. | | | | | | | | | | | | | | | | | | | | |
| Courtesy | | | | | | | | | | | | | | | | | | | | |
| 1. Take steps to try to prevent problems with other teachers. | | | | | | | | | | | | | | | | | | | | |
| 2. Is mindful of how my behavior affects other people's jobs. | | | | | | | | | | | | | | | | | | | | |
| 3. Do not abuse the rights of others. | | | | | | | | | | | | | | | | | | | | |

Sample Participant Questionnaires :

| | | | | | |
|---|-----------------------------------|------------|-------------------|------------------|---------|
| Instructions: please circle applicable and fill in the information below. | | | | | |
| Age | (25-29) | (30-39) | (<u>40-49</u>) | (50-59) | (60-69) |
| Gender: | (F) | | (M) | | |
| Highest level of education: | (Bachelor's Degree) | | (Master's Degree) | | (PhD) |
| Job Title: | <u>High school teacher - math</u> | | | | |
| Teaching level: | KG | Elementary | | High school | |
| Years of Teaching Experience: | (1-4) | (5-9) | (10-14) | (<u>15-19</u>) | (20-24) |

| Organizational Citizenship Behavior Scale | | | | | |
|---|-------------------|----------|---------|-------|----------------|
| Rate on a scale of 1-5 how important are the following statements in your daily work behavior that you would spend extra unpaid time completing some of these tasks beyond your assigned contractual tasks. | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| Altruism | | | | | |
| 1. Helping other teachers who have been absent | 1 | (2) | 3 | 4 | 5 |
| 2. Helping others who have heavy workloads. | 1 | (2) | 3 | 4 | 5 |
| 3. Helping orient new teachers even though it is not required. | 1 | 2 | (3) | 4 | 5 |
| 4. Willingly help others who have work related problems. | 1 | (2) | 3 | 4 | 5 |
| 5. Always ready to lend a helping hand to those around me | 1 | (2) | 3 | 4 | 5 |
| Conscientiousness | | | | | |
| 1. Attendance at work is above the norm. | 1 | (2) | 3 | 4 | 5 |
| 2. Do not take extra breaks. | 1 | (2) | 3 | 4 | 5 |
| 3. Obey school rules and regulations even when no one is watching. | 1 | 2 | (3) | 4 | 5 |
| 4. Believe in giving an honest day's work for an honest day's pay. | 1 | 2 | 3 | 4 | (5) |
| Sportsmanship | | | | | |
| 1. Consume a lot of time complaining about trivial matters. | 1 | (2) | 3 | 4 | 5 |
| 2. Always focus on what's wrong, rather than the positive side. | 1 | 2 | (3) | 4 | 5 |
| 3. Tend to make "mountains out of molehills". | 1 | 2 | (3) | 4 | 5 |
| 4. Always find fault with what the organization is doing | 1 | (2) | 3 | 4 | 5 |
| 5. The classic "squeaky wheel" that always needs greasing. | 1 | 2 | (3) | 4 | 5 |
| Courtesy | | | | | |
| 1. Take steps to try to prevent problems with other teachers. | 1 | 2 | (3) | 4 | 5 |

| | | | | | |
|--|---|---|---|---|---|
| 2. Is mindful of how my behavior affects other people's jobs. | 1 | 2 | 3 | 4 | 5 |
| 3. Do not abuse the rights of others. | 1 | 2 | 3 | 4 | 5 |
| 4. Try and avoid creating problems for colleagues. | 1 | 2 | 3 | 4 | 5 |
| Civic Virtue | | | | | |
| 1. Consider the impact of my actions on coworkers. | 1 | 2 | 3 | 4 | 5 |
| 2. Attend meetings that are not mandatory, but are considered important. | 1 | 2 | 3 | 4 | 5 |
| 3. Attend functions that are not required but help the school image. | 1 | 2 | 3 | 4 | 5 |
| 4. Keep abreast of changes in the school. | 1 | 2 | 3 | 4 | 5 |
| 5. Read and keep up with school announcements, memos, and so on. | 1 | 2 | 3 | 4 | 5 |

Figure 5: Sample 1 OCB General Questionnaire

Instructions: please circle applicable and fill in the information below.

| | | | | | |
|-------------------------------|---------------------|-------------------|---------|-------------|---------|
| Age | (25-29) | (30-39) | (40-49) | (50-59) | (60-69) |
| Gender: | (F) | (M) | | | |
| Highest level of education: | (Bachelor's Degree) | (Master's Degree) | | (PHD) | |
| Job Title: | Teacher | | | | |
| Teaching level: | KG | (Elementary) | | High school | |
| Years of Teaching Experience: | (1-4) | (5-9) | (10-14) | (15-19) | (20-24) |

| Organizational Citizenship Behavior Scale | | | | | |
|---|-------------------|----------|---------|-------|----------------|
| Rate on a scale of 1-5 how important are the following statements in your daily work behavior that you would spend extra unpaid time completing some of these tasks beyond your assigned contractual tasks. | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| Altruism | | | | | |
| 1. Helping other teachers who have been absent | 1 | 2 | 3 | (4) | 5 |
| 2. Helping others who have heavy workloads | 1 | 2 | (3) | 4 | 5 |
| 3. Helping orient new teachers even though it is not required. | 1 | 2 | 3 | (4) | 5 |
| 4. Willingly help others who have work related problems. | 1 | 2 | 3 | (4) | 5 |
| 5. Always ready to lend a helping hand to those around me | 1 | 2 | 3 | 4 | (5) |
| Conscientiousness | | | | | |
| 1. Attendance at work is above the norm. | 1 | 2 | 3 | (4) | 5 |
| 2. Do not take extra breaks. | 1 | 2 | 3 | (4) | 5 |
| 3. Obey school rules and regulations even when no one is watching. | 1 | 2 | 3 | 4 | (5) |
| 4. Believe in giving an honest day's work for an honest day's pay | 1 | 2 | 3 | 4 | (5) |
| Sportsmanship | | | | | |
| 1. Consume a lot of time complaining about trivial matters. | 1 | (2) | 3 | 4 | 5 |
| 2. Always focus on what's wrong, rather than the positive side. | (1) | (2) | 3 | 4 | 5 |
| 3. Tend to make "mountains out of molehills". | (1) | 2 | 3 | 4 | 5 |
| 4. Always find fault with what the organization is doing. | 1 | 2 | (3) | 4 | 5 |
| 5. The classic "squeaky wheel" that always needs greasing. | (1) | 2 | 3 | 4 | 5 |
| Courtesy | | | | | |
| 1. Take steps to try to prevent problems with other teachers. | 1 | 2 | 3 | 4 | (5) |

| | | | | | |
|--|---|---|---|---|---|
| 2. Be mindful of how my behavior affects other people's jobs. | 1 | 2 | 3 | 4 | 5 |
| 3. Do not abuse the rights of others. | 1 | 2 | 3 | 4 | 5 |
| 4. Try and avoid creating problems for colleagues. | 1 | 2 | 3 | 4 | 5 |
| Civic Virtue | | | | | |
| 1. Consider the impact of my actions on coworkers. | 1 | 2 | 3 | 4 | 5 |
| 2. Attend meetings that are not mandatory, but are considered important. | 1 | 2 | 3 | 4 | 5 |
| 3. Attend functions that are not required but help the school image. | 1 | 2 | 3 | 4 | 5 |
| 4. Keep abreast of changes in the school. | 1 | 2 | 3 | 4 | 5 |
| 5. Read and keep up with school announcements, memos, and so on. | 1 | 2 | 3 | 4 | 5 |

Figure 6: Sample 2 OCB General Questionnaire

| Organizational Citizenship Behavior Effectivity Scale (20) | | | | | | | | | | | | | | | | | | | | |
|---|--------|--------|-------|--------|-----------|-----|-------------|-----------|---------|--------|---------|---------|------------|------|-------|------------|--------|---------|-------------|--------|
| Place a check mark under the word which represents your true feelings after spending whatever extra unpaid time to complete each of the following tasks beyond your assigned contractual tasks. | | | | | | | | | | | | | | | | | | | | |
| | Active | Allyed | Alert | Scared | Attentive | Shy | Indifferent | Irritable | Excited | Coolly | Injured | Ashamed | Interested | Ugly | Proud | Discontent | Strong | Nervous | Indifferent | Humble |
| Altruism | | | | | | | | | | | | | | | | | | | | |
| 1. Helping other teachers who have been absent | x | | | | | | | | | | | | | | | | | | | |
| 2. Helping others who have heavy workloads | x | | | | | | | | | | | | | | | | | | | |
| 3. Helping orient new teachers even though it is not required | | | | | | | | | | | | | | | | | | | | |
| 4. Willingly help others who have work related problems | | | | | | | | | | | | | | | | | | | | |
| 5. Always ready to lend a helping hand to those around me | x | | | | | | | | | | | | | | | | | | | |
| Conscientiousness | | | | | | | | | | | | | | | | | | | | |
| 1. Attendance at work is above the norm | x | | | | | | | | | | | | | | | | | | | |
| 2. Do not take extra breaks | x | | | | | | | | | | | | | | | | | | | |
| 3. Obey school rules and regulations even when no one is watching | x | | | | | | | | | | | | | | | | | | | |
| 4. Believe in giving an honest day's work for an honest day's pay | x | | | | | | | | | | | | | | | | | | | |
| Sportsmanship | | | | | | | | | | | | | | | | | | | | |
| 1. Consume a lot of time complaining about trivial matters | | | | | | | | | | | | | | | | | | | | |
| 2. Always focus on what's wrong, rather than the positive side | | | | | | | | | | | | | | | | | | | | |
| 3. Tend to make "mountain out of molehills" | | | | | | | | | | | | | | | | | | | | |
| 4. Always find fault with what the organization is doing | | | | | | | | | | | | | | | | | | | | |
| 5. The classic "quackey wheel" that always needs greasing | | | | | | | | | | | | | | | | | | | | |
| Courtesy | | | | | | | | | | | | | | | | | | | | |
| 1. Take steps to try to prevent problems with other teachers | x | | | | | | | | | | | | | | | | | | | |
| 2. Be mindful of how my behavior affects other people's jobs | | | | | | | | | | | | | | | | | | | | |
| 3. Do not abuse the rights of others | | | | | | | | | | | | | | | | | | | | |
| 4. Try and avoid creating problems for colleagues | x | | | | | | | | | | | | | | | | | | | |
| Civic Virtue | | | | | | | | | | | | | | | | | | | | |
| 1. Consider the impact of my actions on coworkers | x | | | | | | | | | | | | | | | | | | | |
| 2. Attend meetings that are not mandatory, but are considered important | | | | | | | | | | | | | | | | | | | | |
| 3. Attend functions that are not required but help the school image | | | | | | | | | | | | | | | | | | | | |
| 4. Keep abreast of changes in the school | | | | | | | | | | | | | | | | | | | | |
| 5. Read and keep up with school announcements, memos, and so on | x | | | | | | | | | | | | | | | | | | | |

Figure 7: Sample 1 OCB Effectivity Questionnaire

| Organizational Citizenship Behavior Effectivity Scale (20) | | | | | | | | | | | | | | | | | | | | |
|--|--------|-------|-------|--------|-----------|---------|--------------|-----------|---------|-------|-----------|---------|------------|-----------|-------|------------|--------|---------|----------|---------|
| Place a check mark under the word which represents your true feelings after spending volunteered extra unpaid time to complete each of the following tasks beyond your assigned contractual tasks. | | | | | | | | | | | | | | | | | | | | |
| | Active | Aloud | Alert | Scared | Assertive | Jittery | Enthusiastic | Irritable | Excited | Giddy | Imprudent | Admired | Interested | Unsettled | Proud | Distressed | Strong | Nervous | Dejected | Boorish |
| Altruism | | | | | | | | | | | | | | | | | | | | |
| 1. Helping other teachers who have been absent | ✓ | | | | | | | | | | | | | | | ✓ | | | | |
| 2. Helping others who have heavy workloads | ✓ | | | | | | | | | | | | | | | | | | | |
| 3. Helping orient new teachers even though it is not required | ✓ | | | | | | | | | | | | | | | | | | | |
| 4. Willingly help others who have work related problems | ✓ | | | | ✓ | | | | | | | | | | | | | | | |
| 5. Always ready to lend a helping hand to those around me | ✓ | | | | | | | | | | | | | | | | | | | |
| Conscientiousness | | | | | | | | | | | | | | | | | | | | |
| 1. Attendance at work is above the norm | | | | | | | | | | | | | | | ✓ | | | | | |
| 2. Do not take extra breaks | | | | | | | | | | | | | | | ✓ | | | | | |
| 3. Obey school rules and regulations even when no one is watching | | | | | | | | | | | | | | | ✓ | | | | | |
| 4. Believe in giving an honest day's work for an honest day's pay | | | | | | | | | | | | | | | ✓ | | | | | |
| Sportsmanship | | | | | | | | | | | | | | | | | | | | |
| 1. Consume alot of time complaining about trivial matters | | | | | | | | ✓ | | | | | | | | | | | | |
| 2. Always focus on what's wrong, rather than the positive side | | | | | | | | | | | | | | | ✓ | | | | | |
| 3. Tend to make "mountains out of molehills" | | | | | | | | | | | | | | | | | | ✓ | | |
| 4. Always find fault with what the organization is doing | | | | | | | | ✓ | | | | | | | | | | | | |
| 5. The classic "squeaky wheel" that always needs greasing | | | | | ✓ | | | | | | | | | | | | | | | |
| Courtesy | | | | | | | | | | | | | | | | | | | | |
| 1. Take steps to try to prevent problems with other teachers | ✓ | | | | | | | | | | | | | | | | | | | |
| 2. Is mindful of how my behavior affects other people's jobs | ✓ | | | | | | | | | | | | | | | | | | | |
| 3. Do not abuse the rights of others | ✓ | | | | | | | | | | | | | | | | | | | |
| 4. Try and avoid creating problems for colleagues | ✓ | | | | | | | | | | | | | | | | | | | |
| Civic Virtue | | | | | | | | | | | | | | | | | | | | |
| 1. Consider the impact of my actions on coworkers | | | | | ✓ | | | | | | | | | | | | | | | |
| 2. Attend meetings that are not mandatory, but are considered important | | | | | | | | ✓ | | | | | | | | | | | | |
| 3. Attend functions that are not required but help the school image | | | | | | | | | | | | | | | | | | | | |
| 4. Keep abreast of changes in the school | ✓ | | | | | | | | | | | | | | | | | | | |
| 5. Read and keep up with school announcements, memos, and so on | ✓ | | | | | | | | | | | | | | | | | | | |

Figure 8: : Sample 2 OCB Effectivity Questionnaire