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ORGANIZATIONAL CITIZENSHIP BEHAVIOR ON SCHOOLTEACHERS' CAREER DEVELOPMENT

Although a wide range of the studies have been undertaken to ascertain the effectiveness of organizational citizenship behavior (OCB), there is still an unbridged gap literature in regarding the effects of OCB on teachers. Potential contribution of citizenship behaviors to employee professional growth, burnout prevention, and self-fulfillment of the employees doesn't exist in past research. The primary reason for undertaking this study was that education sector, particularly in Pakistan, has given little importance to this field of study. The study discussed two important variables, i.e. organizational citizenship behavior as an independent variable and school teachers' career development as a variable of primary interest. This study is based on structured self-administered survey. Implications and applications of the study are discussed in detail.

Keywords: organizational citizenship behavior; career development; Pakistan.

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ВІДДАНІСТЬ РОБОТІ У КАР'ЄРНОМУ ЗРОСТАННІ ШКІЛЬНИХ ВЧИТЕЛІВ

У статті показано, що відданості роботі присвячена значна кількість досліджень, однак у шкільній середі даний фактор залишається малодослідженим. Зокрема, не досліджено, як відданість вчителів роботі впливає на професійне зростання, профілактику емоційного виснаження та задоволеність роботою. Доведено, що незалежна змінна – це відданість роботі, а ключовою змінною є кар'єрне зростання шкільних вчителів. Опитування проведено шляхом структурованого анкетування. Дано детальне пояснення висновкам за результатами опитування та можливому застосуванню результатів.

Ключові слова: відданість роботі; кар'єрне зростання; Пакистан.

Форм. 1. Табл. 2. Літ. 26.

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ПРЕДАННОСТЬ РАБОТЕ В КАРЬЕРНОМ РОСТЕ ШКОЛЬНЫХ УЧИТЕЛЕЙ

В статье показано, что преданности работе посвящено множество исследований, однако в школьной среде данный фактор остается практически не исследованным. В частности, не исследовано, как преданность учителей работе влияет на профессиональный рост, профилактику эмоционального истощения и удовлетворенность работой. Доказано, что независимая переменная – это преданность работе, а ключевой переменной является карьерный рост школьных учителей. Опрос проведен методом структурированного анкетирования. Дано подробное объяснение выводам по результатам опроса и возможному применению результатов.

Ключевые слова: преданность работе; карьерный рост, Пакистан.

Introduction. Citizenship behavior got a great place during the last decade (Cohen & Kol, 2004). Satisfaction by teaching is influenced by many contributing

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factors, particularly the non-given behaviors. However, these behaviors strengthen teaching quality and benefit educational institutions (Lara, 2008). That is why educators and decision makers express the need to investigate outcomes of OCB.

Schoolteachers who are always ready to voluntarily support their new colleagues regardless any formal obligations introduce themselves to other staff by going out of their way, and explain the citizenship behavior in school environment. Such schoolteachers take responsibility to ensure extra-curricular activities, propose innovations and volunteer their time for new school committees etc. Furthermore, these schoolteachers stay after school time if necessary to help students. Citizenship behavior in school ensures a professional context in which schoolteachers perform cooperatively with their colleagues, do not bunkn from their duties, ensure efficient use of their time and give top priority to professional commitment while being in school. They make best use of their endeavors and talents to enable both students as well as schools to achieve their objectives. However, what immediately needed is a deeper analysis of the strengths of OCB and its contribution to career development of teachers.

The present study aims to assess how OCB and its antecedents affect teachers' career development and what type of effects OCB has upon teachers. The primary reason for undertaking this study is that education sector, particularly in Pakistan, has given little importance to this field of study. The study discussed two important variables, i.e. organizational citizenship behavior as an independent variable and career development as a variable of primary interest. Majority of the research studies on citizenship behavior were undertaken within Western culture. Culture, values, environment and norms are totally different in others regions and need separate studies to make human resource management more effective. Idea of this research was derived from the study by Oplatka (2009) who strongly suggested that future research should focus on assessing the effects of OCB on teachers' career growth and development.

The study intends to achieve two proposes: first, to ascertain the effects of OCB and its antecedents on career development of schoolteachers; second, ascertain the culture in which OCB operates and influences teachers. Since OCB earlier emerged in the organizational behavior and management literature (Smith et al., 1983), it has gained considerable attention of researchers. Much of the OCB research is focused on multiple elements such as employee mood, employee satisfaction, employee commitment, and interpersonal trust (Bateman and Organ, 1983) and results of OCB such as financial efficiency, enhanced performance, increased customer satisfaction, and increased sales revenue (Podsakoff et al., 2000). According to Oplatka (2006), the number of research papers on organizational citizenship in schools is only 10 worldwide. The present study intend to bridge the literature gap in the field of teacher's OCB.

Theoretical Review and Development of Hypotheses. OCB has been defined many times by the various researchers. Organ (1988) was the pioneer to define it. Around 30 conceptual definitions in the literature exist on OCB as well as its dimensionality, and much conceptual overlaps exist between these definitions (Podsakoff, et al., 2000). According to Organ (1988), OCB is employees' behavior that has not been explicitly recognized as a formal reward by the organization. These are not such behavior which (a) are essentials of the position, (b) employee is given training to perform, and/or (c) employee will be sentenced for not exhibiting. However, citizenship performance can be defined as the behavior which is not directly related to job

description but nevertheless is significant as it fosters the psychological, social and organizational contexts which serves as the critical catalyst for the tasks need to be accomplished. Katz & Kahn (1978) argued that cooperating and supporting behaviors are very important for all the functions of a firm. Smith et al. (1983) introduced a notion of citizenship behavior and divided it into conscientiousness and other sub-components. This notion has an important implication in organizational psychology. If researchers can discover reliable relationships between employees' characteristics and their performance, then it would be easy to develop a comprehensive understanding of the knowledge, skills, ability, and personality requirements for tasks.

Citizenship behavior may be intrinsically rewarding. However, in-role behavior is more likely to be linked to extrinsic rewards and sanctions, both formal and informal (Organ, 1988). Activities defined as OCB should be perceived as relatively independent of extrinsic rewards since, by definition, OCB is a behavior that is not organizationally rewarded (Organ, 1988). Organ (1988) argued that employees with in-role behavior should be motivated greater than those with extra-role behavior. Indeed, much interest in OCB derives from the fact that job incentives for extra-role behavior are lower than job incentives for in-role behavior. Our research strategy is to specify behaviors that most organizations define as extra-role and to posit a special class of motivators to explain their occurrence. The following are the dimensions of OCB considered in this study.

Conscientiousness. According to Redman & Snape (2005), conscientiousness refers to employees' discretionary behavior that goes beyond general demands in terms of compliance with work values, performance and rules. Conscientiousness literally means a comprehensive adherence to organizational laws, procedures and rules even when no one is monitoring. It is generally accepted that a worker never forgets to become a part of any system. Conscientiousness is a better predictor of the decision making performance in the time when adaptability is purposefully required (Lepine et al., 2000). Furthermore, conscientiousness was found meaningfully related to generalized compliance and civic virtue. Konovsky & Organ (1996) concluded that conscientiousness is positively related to all 5 types of OCB. Neihoff & Yen (2004) predicted that conscientious workers would like to stay updated with fresh knowledge about the services and products offered.

Civic Virtue. According to Redman & Snape (2005), civic virtue refers to employees' behavior that really demonstrates a set of responsible concerns for organizational benefits. Civic virtue is perceived as carefully involving employees in life of an organization, and being concerned about this (Borman et al., 2001). It is indeed a behavior which indicates how responsibly an employee participates in organizational affairs (Todd, 2003). Civic virtue is a responsible and constructive involvement of employees in the processes of an organization (Baker, 2005). According to Konovsky & Organ (1996), conscientiousness is significantly associated with generalizing compliance and civic virtue. Bacharach & Jex (2000) argued that there is a massive impact of fairness on civic virtue.

Altruism. As per Todd (2003) altruism reflects the willingness of workers to help and support peers as well as coworkers. It is also explained as and referred to selflessness of workers towards their organizations. Altruism is considered as a one of the important antecedents of OCB. Pare & Tremblay (2000) explained it as a cooperative behavior supporting a colleague who was absent from work, helping coworkers who

have heavy workloads, and providing help as well as support to new employees etc. According to (Redman & Snape, 2005) "altruism" is all "about going beyond job responsibilities to support others with whom employees come into contact in their organizations. According to Neihoff & Yen (2004), altruism is one of the factors that foster cooperation and teamwork allowing workers to escalate existing knowledge.

Courtesy. According to Podsakoff et al., (2000), courtesy refers to employees' behavior that focuses on avoiding or preventing problems, and taking meaningful measures to lessen the effects of potential problems. Previous research found that workers who exhibit courtesy would avoid or reduce intergroup conflicts and thereby diminish the time which is normally spent on conflict management (Podsakoff et al., 2000).

Sportsmanship. According to Organ (1988), sportsmanship refers to employees' behavior which warmly tolerates irritations and resistance an inevitable part in every organization. Sportsmanship is perceived as one of the valuable tools which benefit organizations. Effective sportsmanship enhances the morale of employees in organizations and in result reduce or avoid employee turnover.

Organizational Citizenship Behavior and Schoolteachers' Career Development. According to Podsakoff et al., (2000), in the previous research studies conducted on OCB the authors applied a substantive validity than that of a construct one; these research studies concentrated on clarifying the relationship between citizenship behavior and other constructs, rather than purposefully explaining the nature of citizenship behavior. Farh et al. (2004) proposed 9 dimensions which are: conscientiousness, functional participation, altruism, sportsmanship, advocacy, courtesy, loyalty, civic virtue, voice, and participation. Previous studies on citizenship behavior identified a great deal of potential outcomes of citizenship behavior for the employees who remain engaged in this kind of behavior. This result in indirect and direct rewards, better scores in supervisory evaluations of subordinate performance, and increased positive image of an employee in the work settings (Lovell et al., 1999). Deckop et al. (2003) stated that one of the potential positive outcomes for the workers who support others is that they are more likely to receive support in return when needed.

Hypotheses Development

The following prepositions can be put forward from the above theoretical discussion:

H1: Organizational citizenship behavior has positive influence upon career development.

H2: Conscientiousness is positively associated with career development.

H3: Civic virtue has positive effects on career development.

H4: Altruism is positively linked with career development.

H5: Courtesy leads to better career development opportunities.

H6: Sportsmanship plays an important role in career development.

Research Methods

Sample & Respondents. The study involves 600 respondents. The study respondents were selected using criterion sampling technique. It is predicted to receive the useful responses of around 500 respondents which yielded the total response rate of 83.33%. The respondents of the study are schoolteachers who belong to Read Foundation School System.

Instrument & Measurement. The study adopted a structured questionnaire developed by Michael & Paula (2008). The instrument contained pertinent questions

regarding the study variables which have been addressed through 35 statements. These statements belong to determinants of organizational citizenship behavior and its effects on career development. In order to measure the responses the study used five-point Likert scale ranging from "strongly disagree" (1) to "strongly agree" (5). Most of the questions were close-ended; however, open-ended questions were also asked because these kinds of questions are considered as a means of enabling a researcher to get access to personal perspectives of respondents (Paton, 2002).

Procedure. The respondents belong to foundation schools system, and the researchers also work in the headquarters of the same organization; therefore, the researchers distributed the questionnaires personally among the respondents. One questionnaire was given to each respondent along with pertinent support provided to all the respondents. This support enabled the respondents understand well the questions. The difficult terms were replaced with easier ones so that the respondents could easily understand the.

Results and Discussions. In order to test the reliability of the instrument, a pilot test was made involving 50 respondents. The survey instrument was refined after the pilot study. The reliability analysis depicts that Cronbach's Alpha of 7 items was .950; hence proving the reliability and validity of the survey instrument. Table 1 presents the correlation analysis of the variables. Variables 1-6 refer to independent variables while variable 7 is the dependent variable. The table shows the values of all the variables reflecting their correlations strengths with other variables. Value of altruism in relation to organizational citizenship behavior is .037. Values of conscientiousness in relation to organizational citizenship behavior and altruism are .092 and .242 respectively. Values of civic virtue in relation to organizational citizenship behavior, altruism and conscientiousness are .055, .062 and .005 respectively. Values of courtesy in relation to organizational citizenship behavior, altruism, conscientiousness and civic virtue are .059, .060, .128 and .043 respectively. Values of sportsmanship in relation to organizational citizenship behavior, altruism, conscientiousness, civic virtue and courtesy are .088, .017, .034, .305 and .025 respectively. Values of career development in relation to organizational citizenship behavior, altruism, conscientiousness, civic virtue, courtesy and sportsmanship are .048, .043, .082, .173, .131 and .076 respectively.

Table 1. Correlation Analysis

	1	2	3	4	5	6	7
1. Organizational Citizenship Behavior	1						
2. Altruism	.037	1					
3. Conscientiousness	.092	.242	1				
4. Civic Virtue	.055	.062	.005	1			
5. Courtesy	.059	.060	.128	.043	1		
6. Sportsmanship	.088	.017	.034	.305	.025	1	
7. Career Development	.048	.043	.082	.173	.131	.076	1

Regression Analysis of OCB and its Antecedents on CD. Table 2 depicts the model summary of regression analysis of OCB and its antecedents on CD. The table shows that value of R is .233, value of R square is .054, the value of adjusted R square is .043, and the value of standard error of the estimate is .22871.

$$CD = \beta_0 + \beta_1 OCB + \beta_2 AL + \beta_3 CONS + \beta_4 CV + \beta_5 CRTY + \beta_6 SP + \epsilon$$

Table 2. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.233 ^a	.054	.043	.22871

a. Predictors: (Constant), S, A, Cy, OCB, Cs, CV

Conclusion and Recommendations. The findings of this study show that the teachers with OCB exhibit very supportive and cooperative behavior not only with colleagues but also students. They support each other beyond their responsibilities. This is because they show deep loyalty to their schools and to their duties. They initiate changes and further uphold it at various levels. They explore and bring innovations to teaching and organizational productivity.

In many cases, the OCB possessing teachers receive considerably less appreciation as well as recognition from their colleagues and supervisors due to professional jealousy. The OCB possessing teachers should be appreciated at various levels, and their valuable efforts should be recognized by everyone, so that they could exert more efforts for better progress of their students and schools. They should be given intrinsic as well as extrinsic motivation. They should be granted awards and motivation in many forms. They should be given sufficient opportunities for career growth and further development.

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Стаття надійшла до редакції 03.11.2011.