



Association Between Organizational Citizenship Behavior and Educational Performance of Faculty Members in Tabriz University of Medical Sciences- 2014

Teimour Hazratian^{1*}, Asadullah Khadivi², Beytollah Abbasi³, Morteza Ghojzadeh⁴

¹Department of Parasitology, Faculty of Medicine, Tabriz University of Medical Sciences, Tabriz, Iran

²Department of Humanities, Islamic Azad University of Tabriz, Tabriz, Iran

³Education Deputy, Faculty of Medicine, Tabriz University of Medical Sciences, Tabriz, Iran

⁴Liver and Gastrointestinal Disease Research Center, Tabriz University of Medical Sciences, Tabriz, Iran

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Abstract

Introduction: Regarding the educational goals of university and academic performance, it seems that organizational citizenship behavior (OCB) is one of the effective variables in increasing the educational performance of university faculty members. The present study aims to investigate the relationship between organizational citizenship behavior (OCB) and educational performance of the faculty members of Tabriz University of Medical Sciences in 2013-14.

Methods: Researchers selected 127 faculty members and 1,120 students from different grades in order to investigate the relationship between altruism, conscientiousness, sportsmanship, civic virtue and respect and the educational performance of faculty members. Generalized estimating equations (GEE) were used in this method. Data were analyzed using SPSS 21 software and the significance level of 0.05.

Results: There was a significant relationship between altruism and educational performance ($P = 0.043$). There was a significant relationship between conscientiousness and educational performance ($p = 0.046$). A significant relationship was observed between sportsmanship and educational performance ($p = 0.004$). There was no significant relationship between civic virtue and educational performance ($p = 0.98$). A significant relationship was observed between respect and educational performance ($P > 0.001$). There was no relationship between citizenship behavior and gender of the faculty members ($P > 0.05$).

Conclusion: The results of this study showed that the more faculty members have the spirit of cooperation and assistance to colleagues and students and try to understand the specific situations that students face, the more effective they are in increasing the educational performance at the university level.

Introduction

The concept of organizational citizenship behavior was first introduced to the world of science by Batman and Organ in the early 1980s. In preliminary investigations conducted in the context of OCB, the aim was to identify the overlooked responsibilities and behaviors of the staff. Although these behaviors are sometimes measured incompletely or neglected in the traditional evaluation of job performance, they were effective in organizational improvement.¹ These actions and behaviors that occur in the workplace are defined as a set of voluntarily behaviors that are not a part of a person's official duties, but are done

by him or her and can improve duties and functions of the organization.^{2,3} For example, a worker may not need overtime, but he may still remain at the organization for longer than the official working hours, help others to improve the current affairs and facilitate the workflow of the organization.^{4,5} There is no consensus among researchers on the dimensions of OCB. In this regard, various studies have mentioned dimensions such as donor behavior, conscientiousness, forgiveness, organizational loyalty, following the instructions, individual innovation, consciousness, personal development, respect, civic virtue

*Corresponding authors: Teimour Hazratian, Email: hazratiant@tbzmed.ac.ir

and altruism.^{6,7} OCB can be divided into five dimensions of altruism, conscientiousness, respect, sportsmanship and civic virtue:

- 1) Altruism means helping other members regarding problems and related tasks, e.g., the staff who help low-skilled and newcomer workers.
- 2) Conscientiousness includes those voluntary behaviors that go beyond the minimum requirements, such as employees who do more work than usual or who do not spend much time for rest.
- 3) Respect is the attempt of employees to avoid stress and work problems regarding others.
- 4) Sportsmanship and forgiveness means showing tolerance and forgiveness in non-ideal conditions without complaint or protest.
- 5) Civic virtue is the tendency to participate and take responsibility in organizational life and offer a good image of the organization.^{8,9}

Considering the educational goals and educational performance of university, it seems that OCB is one of the factors that is effective in increasing the educational performance of university academic members. The present study investigates the association between OCB and educational performance among the faculty members of Tabriz University of Medical Sciences in 2013-14.

Materials and Methods

First of all, university faculty members were selected, then one class out of all their classes was chosen and the students of that class were evaluated in terms of educational performance of that faculty member. Thus, the mean score of that class was considered as the educational performance of that faculty member. The OCB questionnaire has 15 items which measures five aspects of OCB (altruism, conscientiousness, sportsmanship, civic virtue and respect). The scoring of the OCB questionnaire was done in a five-degree scale (1= strongly disagree to 5= strongly agree).^{10,11,12}

The total evaluation score of academic members was obtained according to the students' scoring and based on the sum of the relevant items of the questionnaire. Since each of the 15 items received a score of 1 to 5, the total evaluation score of the questionnaire was between the range of 15 to 75, and the average score was 45. In order to investigate whether students' evaluation of academic members was at moderate level or not, one sample t-test with the selection of the criterion 45 was used. For the questionnaire of academic members, the questions were coded in reverse order. Then, based on the total related items, the score of each component was obtained. The altruism, conscientiousness and civic virtue dimensions had three items and the possible range for these dimensions was 3 to 15, with an average of 9. The sportsmanship dimension had four items and the possible range for this dimension was 4 to 20, with an average of 12, and the respect dimension had two items and the possible range for this dimension was 2 to 10, with an average of 6. For altruism, conscientiousness

and civic virtue these components were compared with the number 9 using one-sample t-test. The results showed that in all three components the assigned score was significantly greater than 9, but in sportsmanship the assigned score was significantly greater than the criterion 12 and in respect the assigned score showed no significant difference with the criterion 6. According to the data gathering structure for each academic member, there was a certain number of students, thus, there was a two-level hierarchical structure in the data. Therefore, in order to investigate the relationship between altruism, conscientiousness, sportsmanship, civic virtue and respect and educational performance of academic members, generalized estimating equations (GEE) were used in this method. In addition to comparing the citizenship behaviors of male and female academic members, an independent samples t-test was used. Data were analyzed using SPSS .21 software with the significance level of 0.05.

Ethical Consideration

The ethics of this study were reviewed and approved by review board of Islamic Azad University of Tabriz.

Results

Using a GEE multivariate model, all independent variables were simultaneously entered into the model and the results are shown in Tables 1 & 2.

- 1) There was a significant relationship between altruism and educational performance ($P = 0.043$).
- 2) There was a significant relationship between conscientiousness and educational performance ($p = 0.046$).
- 3) A significant relationship was observed between sportsmanship and educational performance ($p = 0.004$).
- 4) There was no significant relationship between civic virtue and educational performance ($p = 0.98$).
- 5) A significant relationship was observed between respect and educational performance ($P > 0.001$).

Thus, the theories related to altruism, conscientiousness and civic virtue were not confirmed, but the results of multivariate tests of hypotheses associated with sportsmanship and respect were confirmed. The independent t-test results showed that there was no statistically significant difference between males and females regarding the citizenship behaviors (altruism, conscientiousness, sportsmanship, civic behavior and respect) ($p > 0.05$).

Thus, it can be concluded that OCB has no statistically significant relationship with the gender variable, and the gender of academic members can not be an effective variable in citizenship behaviors, and it thus acts as an independent variable.

Discussion

Based on the results of this study, a significant relationship was observed between the altruism of Tabriz University of Medical Sciences academic members and educational performance. That is, the more the sense of altruism

Table 1. Association between organizational citizenship behavior and educational performance of faculty members

Variable	B Coefficient	Standard error	P values
Altruism	0.60	0.12	0.07
Conscientiousness	0.13	0.13	0.33
Sportsmanship	0.45	0.10	< 0.001
Civil virtue	0.13	0.15	0.35
Respect	1.18	0.16	< 0.001

Table 2. Association between organizational citizenship behavior and educational performance of male and female faculty members

Variable	Male	Female	T- statistics	P values
Altruism	11.22±2.09	11.63±2.32	0.95	0.36
Conscientiousness	12.37±1.94	12.75±1.65	0.96	0.33
Sportsmanship	13.42±2.22	13.66±2.90	0.48	0.62
Civil virtue	11.09±2.17	10.76±2.11	-0.72	0.47
Respect	5.62±1.95	5.93±2.19	0.72	0.47

and commitment of academic members, the better their educational performance will be. Directors consider the OCB as a sign of friendship and commitment of the employees toward an organization, since they believe that OCB includes organizational and voluntary behaviors that are not part of the responsibilities of individuals. In other words, people are not obliged to do such behaviors and doing such behavior reflects a sense of altruism and commitment of employees to the organization.^{13,14} A significant relationship was observed between the academic members of Tabriz University of Medical Sciences and their educational performance. The importance of tolerance among academic members implies that academic members who keep their problems and grievances private, provide constructive feedback and do not express their dissatisfaction about organizational changes and mobility prevent conflict, contradiction and misplaced criticism, which helps the effectiveness of educational performance. No significant relationship was observed between the civic virtue of Tabriz University of Medical Sciences academic members and their educational performance, but a significant correlation was observed between respect of Tabriz University of Medical Sciences academic members and their educational performance. These results are in line with the results obtained at Islamic Azad University of Bonab, East Azerbaijan, Iran. If most of the academic members attempt to pay attention to the discipline of their presence, provide a better picture of the scientific community, respect the rights of others while teaching and making educational decisions, behave with courtesy and respect and prevent the potential loss of students' time, they will build commitment to the university among staff and students.¹ This in turn will lead to increased educational performance. Given the independent t-test citizen behaviors (altruism, conscientiousness, sportsmanship, civic behavior and respect), there was no significant difference between men and women. These

results are consistent with the results that showed that the OCB of academic members and research associates express the organizational commitment and altruism that enhance the performance of the organization.¹¹

Conclusions

The results of this study showed that the more academic members have the spirit of cooperation and assistance to colleagues and students and also make an effort to understand the specific situations that students face, the more effective they are in increasing the educational performance at the university level. The results of this study suggest that, by creating an open and flexible environment, directors and university administrators should provide trust and mutual respect based on relationships between individuals and academic members and thus provide a background for further organizational behavior.

Competing Interests

The authors declare that there is no conflict of interests.

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