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DEVELOPMENT OF ORGANIZATIONAL CITIZENSHIP BEHAVIOUR SCALE FOR TEACHERS (OCBST)

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Abstract

The present paper aims to develop and validate Organizational Citizenship Behaviour Scale for teachers (OCBST). The OCBST assesses six domains: prosocial behaviour, sporting spirit, institutional allegiance, institutional compliance, professional development & civic virtue. Initially 75 items were framed in the said aspects. Collected items were edited after taking experts' view and 65 items referring to six domains were included in the first draft. The scale was administered to 100 secondary school teachers from 10 different schools (Government as well as Private) of Jalandhar and Kapurthala districts of Punjab. After scoring, item-analysis was carried out by calculating t-ratios between higher and lower groups for all 65 items and finally 62 items were obtained. Reliability of scale established by Cronbach's alpha (0.95) and test-retest method (0.91) and was found to be very high. The scale was validated for face and content validity. The test was found to be reliable and valid.

Key words: OCB, Item-Analysis, Reliability. Validity

Introduction

In literature, the roots of OCB can be traced back to 1930s, from Barnard (1938), to the Hawthorne studies (Roethlisberger & Dickson, 1939), to Katz and Kahn (1966). Chester Bernard in 1930s, termed OCB as "extra role behaviours" (Organ, 1988). According to Barnard (1938), organizations are "cooperative systems" and employees' should be "willing to cooperate", the willingness of individuals to contribute by working proactively towards the accomplishment of organizational goals. Roethlisberger and Dickson (1939) recognized employee sentiments as the linkage between informal organization, and collaborative efforts. Organ (1997) explained that Organizational Citizenship Behaviour covers both the portrayal of positive behaviours that aids organizational functioning (e.g., on-the-job training when it is not required, eager to learn new skills, assisting a co-worker in his or her work duties, perfect work attendance) and refraining from negative behaviours that would be detrimental to organizational functioning (e.g., arguing with co-workers, complaining and criticizing). Such behaviours are said to "lubricate the social machinery of the organization" (Bateman and Organ, 1983). Examples of OCB include acts of helping, maintaining goodwill and cooperation towards other members. Organ (1988) defined organizational citizenship behaviour as "*individual behaviour 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. By discretionary, we mean that the behaviour is not an enforceable requirement of the role or the job description, that is, the clearly specifiable terms of the person's employment contract with the organization; the behaviour is rather a matter of personal choice, such that its omission is not generally understood as punishable.*"

Schnake (1991) defines OCB as "functional, extra-role, pro-social behaviour, directed at individuals, groups and/or an organization". Robbins (2001) defines good organizational citizenship traits as: Expressing constructive statements on team working and organization, avoiding unnecessary conflicts, helping team members, being volunteer for cross-functional activities, respecting the laws and regulations and enduring hard situations posed by job. Somech and Drach-Zahavy (2004) highlighted three main aspects of OCB: OCB is based on a volunteer basis, contributes to the organization and has a multi-dimensional structure.

Peelle (2007) stated that OCB is an individual behaviour which plays an important role in the efficiency and effectiveness of the organization. According to Podsakoff, et al. (2009), sometimes employees engage in behaviours by going beyond their job description—and this do not fall under the broad heading of task performance but called citizenship behaviour.



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Rationale of the organizational citizenship behaviour scale development

In any organization, employees' organizational citizenship behaviour is important for the success of organization where an individual makes extra voluntary efforts, works more than his/her responsibilities assigned to him, going beyond the standards and job descriptions determined by the organization and reflecting ownership in his/her work. In the same way for any school or institution in achieving aims and objectives of education, greater onus is on the teachers where they too are supposed to exhibit higher OCB. But the teaching profession is highly different from other professions as its effectiveness is contingent with shaping the lives of future generation that in turn shape the society and the nation. So, the investigator felt the need to develop organizational citizenship behaviour scale for teachers owing to the fact that role expectations of teachers has changed over the period of time due to the impact of technological advancement and everchanging needs and aspirations of the society. It is also felt role of teacher is not just imparting knowledge as is perceived in traditional settings. In terms of child centred concept of education teacher is a facilitator, a manager of all activities who is responsible for holistic development of children.

In developing the present organizational citizenship behaviour scale, the following steps were followed by the investigator.

- 1. Planning:** The investigator consulted the literature available on the organizational citizenship behaviour of teachers, (Organ, 1997; Schnake, 1991; Podsakoff, et al. 2000; Rotundo & Sackett, 2002; Peelle, 2007). After due consultation and reviewing the recent literature, following dimensions were determined by the investigator for organizational citizenship behaviour:
 - Prosocial Behaviour- It means actions taken to benefit, support, and improve the welfare of the students willingly and happily by demonstrating empathy, building relationships and collaboration.
 - Sporting spirit – It means teachers to demonstrate emotional regulation, encouraging inclusivity, tolerate minor annoyances, and job burdens without adopting a victim mentality.
 - Institutional allegiance- It refers to psychological attachment, loyalty and commitment to their school's mission and goals, remains highly motivated even in challenging times.
 - Institutional Compliance- It means adherence to professional codes of conduct, legal and regulatory mandates, administrative and academic policies set by higher authorities.
 - Professional-Development – It includes voluntary behaviours employees engage in to improve their knowledge, skills and abilities.
 - Civic Virtue- It refers to model the core character traits of a virtuous teacher, putting civic responsibility in practice and cultivate these traits among students.
- 2. Preparation of item pool:** After consulting the available literature on effective organizational citizenship behaviour, the investigator prepared 75 items (Singh, 2023) related to six dimensions of organizational citizenship behaviour namely in the context of teachers; prosocial behaviour, sporting spirit, institutional loyalty, institutional allegiance, professional development & civic virtue.
- 3. Editing of the items:** This preliminary draft of 75 items was then subjected to the process of editing. First of all, the supervisor checked the first draft. The 15 subject experts i.e. professors and lecturers from university, colleges and schools were consulted. Four experts from Department of Education, Panjab University, Chandigarh, two experts from Department of Education, CDOE, PU, two experts from Department of Commerce, Lyallpur Khalsa College, Jalandhar, two from IETVE, PU, one from Govt. College of Education, Sector 20, Chandigarh, two experts from Central University of Punjab, Bathinda and two experienced school teachers were consulted. Comments and suggestions were also sought from the two language experts from Department of English and Cultural Studies, Panjab University regarding the aspects of level of difficulty, language and other grammatical errors, if any, in the first draft of the organizational citizenship behaviour scale. The experts were personally requested to go in for serious reflection over every statement and objectively with their comments and observations. Keeping in mind their judgments and comments, 10 items were dropped and some were modified and ultimately 65 statements were finalized for the second draft of organizational



citizenship behaviour scale (Singh, 2023). All statements were positive. Dimension/domain wise distribution of 65 items is given in Table 1.

Table 1: Distribution of items in the first draft of Organizational Citizenship Behaviour Scale

Sr. No.	Dimensions	Items	Total
1.	Prosocial-Behaviour	1,2,3,4,5,6,7,8,9,10,11,63,64,65	14
2.	Sporting spirit	12,13,14,15,16,17,18,19	08
3.	Institutional allegiance	20,21,22,23,24,25,26,27,28	09
4.	Institutional Compliance	29,30,31,32,33,34,35,36,37,38	10
5.	Professional Development	39,40,41,42,43,44,45,46,47,48,49,50,51,52	14
6.	Civic Virtue	53,54,55,56,57,58,59,60,61,62,	10
Total items			65

- Very Small Group Try-out:** Pre-tryout of the organizational citizenship behaviour scale was conducted on 10 secondary school teachers and their suggestions were incorporated regarding the modification of content, language and clarity of the statements were done wherever necessary.
- Try-out:** After modifications the draft of the was organizational citizenship behaviour scale consisting 65 items was administered to 100 secondary school teachers of government and private school of Punjab. As all items were positive items and were scored on the basis of responses given by teachers in the form of Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree which were given weightage of 5, 4, 3, 2 and 1 respectively.

Table 2: List of schools and number of teachers selected for try-out of the Organizational Citizenship Behaviour of the teachers

S. No.	Name of the School	Number of teachers
1.	Govt. Senior Sec.Smart School, Phagwara boys (Kapurthala)	12
2.	Govt. Senior Sec.Smart School, Phagwara Girls (Kapurthala)	10
3.	Govt. Senior Sec.Smart School, Maheru (Kapurthala)	9
4.	Govt. Senior Sec.Smart School, Nangal Majha (Kapurthala)	11
5.	Govt. Senior Sec.Smart School, Bhogpur boys(Jalandhar)	10
6.	State Public School, Sofi Pind (Jalandhar)	11
7.	St. Solidier Divine Public School (Jalandhar)	9
8.	Delhi Public School (Jalandhar)	8
9.	SVM Public School (Jalandhar)	12
10.	Govt. Senior Sec.Smart School, Sofi Pind (Jalandhar)	8
	TOTAL	100

- Item Analysis:** Item analysis was carried out by employing t-test for 65 items between high and low group. The t-ratio was computed for all 65 items to determine the discriminating power of each item i.e. how well each statement could distinguish among teachers having high and low level of organizational citizenship behaviour. On the basis of total scores, 27% subjects with high scores. and 27% subjects with low scores were segregated. The t-ratios were computed for all 65 items to determine the discriminating power of each item. Those items, which showed significant difference between high and low groups at 0.01 level were retained for the final form of scale. The three items in the scale were found be not significant. (Singh, 2023).



7. **Final draft:** The final draft of scale comprised of 62 items. After the item analysis 3 items were deleted and 62 items were retained. The distribution of items in final draft under various dimensions is given in Table 3.

Table 3: Item Distribution in the Final Draft of Organizational Citizenship Behaviour Scale

Sr. No.	Dimensions	Items	Total
1.	Prosocial-Behaviour	1,2,3,4,5,6,7,8,9,10,11	11
2.	Sporting spirit	12,13,14,15,16,17,18,19	08
3.	Institutional allegiance	20,21,22,23,24,25,26,27,28	09
4.	Institutional Compliance	29,30,31,32,33,34,35,36,37,38	10
5.	Professional Development	39,40,41,42,43,44,45,46,47,48,49,50,51,52	14
6.	Civic Virtue	53,54,55,56,57,58,59,60,61,62	10
TOTAL			62

8. **Standardization of the scale**

- **Reliability:** For establishing the reliability of scale, test-retest method was used by administering the same test after the gap of 25 days to the same group of teachers. The coefficient of correlation between two sets of scores was found to be 0.91. This was fairly high to testify the internal consistency of scale. Cronbach’s Alpha reliability was also calculated and found to be 0.95.

Table 4: Reliability coefficient of organizational citizenship behaviour Scale

Measure of Reliability	N	Reliability Coefficient
Test-Retest	100	0.91
Cronbach’s Alpha	100	0.95

- **Validity:** For the present scale, the content validity was established which involves the systematic examination of test content and domains specifications to determine whether it covers what it claims to measure. Fifteen experts (mentioned in step 3) were approached to validate the content of items by checking the coherence between the item statement and the domain. The content validity ratio (CVR), as proposed by Lawshe (1975) was calculated for all 62 items and was found to be > 0.60 which shows that item was essential to be kept (Ayre & Scally, 2014).

9. **Interpretation of the scores**

Table 5: Descriptive Statistics

Mean	268.5
Median	268.25
SD	24.75
SE	1.22 (The lower value of standard error indicates less variability and higher reliability)



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The teachers can be categorized on the basis of their raw scores.

Table 6: Classification of raw scores

Range	Interpretation
294 and above	Exhibiting high OCB
Between 244 and 293	Moderate OCB
243 and below	Low on OCB

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