Determinants of School Teachers' Organizational Citizenship Behaviors (OCBs)

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Abstract

This study examined the relationship between intrinsic and extrinsic motivation on organizational citizenship behaviors (OCBs) among secondary school teachers within the context of Malaysia. Drawing on a survey using a representative sample of 80 secondary school teachers selected through simple random sampling technique, the results showed that intrinsic motivation was positively influenced teachers' OCB, while extrinsic motivation was not. The implications for further research was highlighted.

Keywords: Organizational Citizenship Behaviors (OCBs), school teachers, extrinsic motivation, intrinsic motivation

## 1.	Introduction

Education system nowadays is facing with various challenges and is operating in highly competitive and complex environment. In Malaysia for example, to keep up with the current demand for quality in education as indicated in the National Key Result Areas (NKRAs) and latest in the 10th Malaysia Plan (10th MP), teaching profession is no longer easy as what was expected. Success of schools basically depends on teachers who are committed to school goals and values, and more willing to go above and beyond the prescribed duty to contribute to successful change, such as to engage in such organizational citizenship behaviors (OCBs) (Belogolovsky & Somech, 2010; Oplatka, 2006; Somech & Ron, 2007). OCBs is defined as employees' extra-role behavior that is voluntary, goes beyond routine requirements of the job and that is (explicitly or not) aimed at benefiting organizational functioning (Allison et al., 2001; Organ, 1988). Research on OCB was investigated by the idea that there are certain behaviors by employees that are contributing to organizational performance, but that are difficult for managers to enforce because these behaviors are not directly rewarded by salary or imposed by a job description (Organ, 1988).

OCBs take variety of forms, namely altruism, courtesy, sportsmanship, civic virtue and conscientiousness. Altruism means that employees help others with organizationally relevant tasks. Courtesy means that they treat others with respect. Sportsmanship implies that employees have a positive attitude and are willing to tolerate less than ideal circumstances without complaining. Civic virtue means that employees responsibly participate in, and are concerned about, the welfare of the company. Conscientiousness is discretionary behavior

that goes well beyond minimum role requirement of the organization (Organ, 1988). Specific examples of OCBs are helping others voluntarily; offering suggestions for improvement without apparent need or gain; tolerating inconveniences; and being loyal to the organization even in difficult times (Organ, Padsakoff, & MacKenzie, 2006). Exhibition of such extra-role behaviors that enhance organizational goals but are not explicitly rewarded or cannot be fully monitored, is a key challenge for organizational mangers (Korsgaard et al., 2010). This is further stressed by Haworth and Levy (2001) and Tepper et al. (2001) that previous research showed that employees frequently perceive presumed OCBs as role-prescribed, nondiscretionary, and/or rewarded imply that the commonly accepted definition does not accurately characterize employees' perceptions of OCB. Within the context of school, OCBs are essential because schools cannot anticipate through formally stated in-role job descriptions the entire array of behaviors needed for achieving goals (George & Brief, 1992). Therefore, one of the possible ways whereby organizations could encourage OCB was through explicitly measure and rewards such behaviors. Johnson, Holladay, and Quinones (2009) investigated the extent to which employees consider including OCBs in formal performance appraisals as fair. Two separate experiments were conducted, one employing a sample of 78 employees from diverse organizations and industries and the other employing a large sample of undergraduate students. In general, the findings of both studies were similar. Overall, employees reported that it is fairer to include OCBs in performance appraisals than to not include them. Importantly, employees felt that it is most fair to include OCBs in performance appraisals when they constitute about 30 – 50% of the total performance rating (While the remaining represents Core Task Behaviors). Johnson et al. also found that while females generally preferred higher weightings of OCBs (between 25 and 50%) men found a 20 – 30% weighting of OCBs to be most fair.

Previous studies have found OCBs to contribute to organizational performance (Podsakoff, Ahearne & MacKenzie, 1997; Podsakoff & MacKenzie, 1994, 1997). In the profit organizational sector, OCBs is associated with higher sales, higher production, and better product quality (Podsakoff et al., 2000) as well as employees' organizational commitment and job satisfaction (Podsakoff, MacKenzie, & Bommer, 1996; Organ & Ryan, 1995). Early research regarding the antecedents of OCB focused on employee attitudes, dispositions, and leader supportiveness. More recently, many different variables have been examined in the effort to determine the antecedents of OCB (Alizadeh et al., 2012). Commonly studied antecedents of OCB are job satisfaction, perceptions of organizational justice, organizational commitment, personality characteristics (Borman, Penner, Allen & Motowidlo, 2001; Konovsky & Organ, 1996), task characteristics (Piccolo & Colguitt, 2006; Podsakoff, MacKenzie & Bommer, 1996), and leadership behavior (Podsakoff, MacKenzie, Moorman & Fetter, 1990). These antecedents have been analyzed at both the overall and individual OCB levels. From a measurement perspective, it is important to formally capture these OCBs and identify motivational factors that affect the implementation of voluntarily making contributions.

Therefore, the purpose of this study was to:

1. investigate the level of OCB among teachers.
2. determine the relationship between extrinsic motivation and OCB among teachers.
3. analyze the relationship between intrinsic motivation and OCB among teachers.

1.1   Problem Statement

More and more organizations nowadays are moving toward formally measuring and rewarding OCBs. However, a note of cautious that need to be considered when trying to

incorporate them into the reward systems is that OCBs are generally not a substitute for traditional job performance. Instead, OCB is a good practice in the workplace, whereby employees are encouraged to perform certain tasks not merely to what has been stated in the job description, but also doing something which is beyond their formal requirement. Previous studies have shown varying degrees of predictive variables of OCBs namely: personality traits (Borman, Penner, Allen & Motowidlo, 2001; Konovsky & Organ, 1996), the characteristics of the tasks (Piccolo & Colguitt, 2006; Podsakoff, MacKenzie & Bommer, 1996), leader-manager behaviour (Podsakoff, MacKenzie, Moorman & Fetter, 1990), employee attitudes towards the job and organization (Organ & Ryan, 1995; Konovsky & Pugh, 1994), and perceived justice and fairness (Moorman, 1991; Niehoff & Moorman, 1993) are correspond to OCB. To perform a role, employees must clarify their expectations on the role set, the antecedents that fulfill the role expectations and the consequences of exercising those discretionary activities (Elovainio & Kivimaki, 2001).

According to Oplatka (2006), there remains a paucity of research carried out on teachers and OCB that needs some serious attention. The teacher OCB can be seen in three forms. First is involvement in novel and initiative actions. Second is helping the colleagues in their job and third is improving and helping the students and teaching them with positivism and helping them in getting their targets (Somech & Drach-Zahavy, 2000). Apparently, not much attention to empirically test the antecedents of motivational factors towards OCBs, especially in teaching profession. Behavior in schools is different from that found in non educational settings. Schools are service organizations staffed by teachers who are generally committed to doing and giving the best for their clients (DiPaola & Hoy, 2004). So the nature of job attitudes influence on teachers' OCB maybe different from those obtained in other organization. One of the gaps in the current OCB literature was lack of research on relationship between OCB and motivational factors which derived from intrinsic and extrinsic factors (Lavelle, 2010; Lindner, 1998) whereby different employees may perform the same citizenship behaviors for very different antecedents. Organ (1997) called for a greater attention in research to focus on the predictors of OCBs, noting that employee motives may offer an empirical explanation of the phenomena.

While the OCB literature in non educational settings is expansive, there are few studies on the casual relationship between intrinsic motivation and extrinsic motivation, and OCBs of teachers (Zeinabadi, 2010). Besides, most of the research in the field of organizational behavior (OB) was held in the western settings, which have different culture, environment, values and norms. Some examples of the intrinsic motivations are having a pleasant work environment, feeling of accomplishment and self-respect, adequate leisure time, feelings of power and prestige, etc., meanwhile extrinsic motivation can be considered as the set of tangible rewards, such as wages, incentives, bonus, etc. (Cruz, Perez & Cantero, 2009). Past study found that teachers who had a high sense of status in their work tended to invest in more OCBs than those do not (Bogler & Somech, 2004). Teachers' OCBs were perceived to result in high degrees of self-fulfillment, enthusiasm and work satisfaction, positive feedback from peers, parents, and students (Oplatka, 2009). Failure to identify motivational factors that related to employees concerned might lead to increasing levels of stress, dissatisfaction, turnover and lower performance (Sun, Aryee & Law, 2007). In sum, this study aimed to understand the motivational factors, specifically extrinsic and intrinsic motivation that may have influence on teachers' OCBs.

2.   Literature Review

According to cognitive evaluation theory (CET), there are two motivational subsystems: an intrinsic subsystem and an extrinsic subsystem (Deci, 1971). Deci hypothesized that intrinsically motivated people attribute the cause of their behavior to their internal needs and

perform behaviors for intrinsic rewards and satisfaction. However, aspects of the situation e.g. reward and feedback systems, in which behavior is performed, may lead individuals to question the true causes of their behavior. To be truly intrinsically motivated, a person must feel free from pressures, such as rewards or contingencies (Deci & Ryan, 1985). Situational variables such as reward systems are only detrimental to feelings of intrinsic motivation if they are perceived by individuals as "controlling" their behavior (Ambrose & Kulik, 1999).

Employees might view situational variables as "controlling" when they perceive the organization as forcing them to perform tasks or behaviors that are not part of their formal job duties (e.g. extra-role behaviors). Therefore, it seems plausible that the effects of evaluating and rewarding OCBs will likely differ depending on the motivation of the individual exhibiting OCB. If a person engages in OCBs for impression-management purposes (i.e. extrinsically motivation) and is rewarded for this behavior through the performance appraisal and reward systems, this increases the likelihood that this employee will continue to engage in citizenship behaviors. Employees, who engage in OCB for extrinsically motivated or self-serving reasons, are likely respond favorably to formal evaluation and reward of OCB since these outcomes are the very reason for the behavior (Becton *et al.,* 2008).

Research has shown how characteristics of the tasks, such as autonomy, is prevalence to OCBs (Piccolo & Colguitt, 2006; Podsakoff et al., 1996). Autonomy refers to the extent to which employees have the power to organize their job activities for themselves. More specifically, autonomy concerns the discretionary powers and freedom with respect to work goals, setting priorities, shaping task elements, and determining the order and tempo in which tasks are executed (e.g. Kwakman, 2003; Xanthopoulou, Demerouti, Bakker,& Schaufeli, 2007). The more autonomy employees have in their jobs, the more opportunity they have to show extra-role behavior like OCB. Moreover, autonomy is a task characteristic that has a major impact on the psychological states of employees, like feeling responsible for work outcomes and job satisfaction (Hackman & Oldham, 1980; Podsakoff et al., 2000). As such, autonomy enhances employees' motivation to put extra effort into their work and show organizational citizenship behaviour (see for instance, Chen & Chiu, 2009).

In other study, task characteristics such as feedback, routinization, and intrinsic satisfaction are found to be significantly related to altruism, courtesy, conscientiousness, sportsmanship, and civic virtue. Positive relationships were found between both task feedbacks and intrinsic satisfaction and OCB, while a negative relationship was found between task routinization and OCB. Also Todd (2003) found indirect associations between task characteristics and organizational citizenship behaviors. According to him, intrinsically satisfying task and task autonomy were significantly related to job satisfaction which in turn predicted organizational citizenship behavior.

OCB can be affected by instilling in employees a self-fulfillment in their job tasks. For employees low in value commitment, a pay-for-performance system appears to be a disincentive for engaging in OCB (Deckop et al., 1999). Nonetheless, informal recognition of OCBs by managers could leave employees dissatisfied with the reward and evaluation process (Podsakoff et al., 2000). Employees who perform citizenship behaviors may be more likely to elicit support from their organizations (Moorman, Blakely & Niehoff, 1998). Since high conscientiousness individuals might less influenced by additional benefits or tangible reward, it shows that the employees believe that there is a responsibility to perform such behavior, naturally. Employees are more likely to involve in a purposeful contribution in OCB because of the inner inside the employees themselves, rather than to other dimensions (Jacqueline, Shapiro, Kessler & Purcell, 2004).

Therefore, it was hypothesized that:

- H1: There is a positive relationship between intrinsic motivation and OCB among teachers who are truly intrinsically motivated.

Robbins (2009) argues that when extrinsic rewards are used by organizations as payoffs for superior performance, the intrinsic rewards, which are derived from individuals doing what they like, are reduced. For example, when extrinsic rewards are given to someone for performing an interesting task, it causes intrinsic interest in the task itself to decline. Extrinsic rewards have been a truism among employers in a condition whereby, if pay or other extrinsic rewards are to be effective motivators, individual's performance should be aligned with it. Motivated individuals are motivated to perform tasks and demonstrate behaviors to gain tangible rewards such as pay increases, promotions and other fringe benefits (Barbuto & Scholl, 1998). People who pursue goals for extrinsic reasons are less likely to attain their goals and are less happy even when they do achieve them. It is because; the employees perceived that the goals are less meaningful to them.

Many organizations offer pay that exceeds the levels of remuneration set by the market as well as attractive fringe benefits. Managers may assume that employees will devote more effort into their work (Salop, 1979; Shapiro & Stiglitz, 1984) and attract the most effective or proficient employees (Akerlof & Yellen, 1988). A competitive pay might encourage discretionary effort (Akerlof, 1982) and fostered the inclination to engage in supportive and helpful behavior that enhance the organization achievement (Allen & Rush, 1998; Johnson, Erez, Kiker & Motowidlo, 2002). Meanwhile, According to Becton *et al.* (2008), if a person engages in OCBs for impression-management purposes (i.e. extrinsically motivation) or self-serving reasons, they are more likely to respond favorably to formal evaluation and reward of OCB since these outcomes are the very reason for the behavior.

Therefore, it was hypothesized that:

- H2: There is a positive relationship between extrinsic motivation and OCB among teachers who are extrinsically motivated.

3. Method

3.1 Sample and Procedure

Participants were secondary school teachers in Malaysia, who agreed to participate in the study and were selected randomly to represent a wide range of categories of teachers. With the principals' permission, questionnaires were distributed to these teachers. Response rates were 100% (N=80). Regarding the teachers' profile, man made up the majority (66.2%), Malays represent the largest ethnic group (99%), and half of the respondents (50%) fall under the age category of 26–35 year. With regards to their job grades category, more than half of the respondents fall under DG 41 (57.5%). In terms of tenure, 36.2 percent have tenured for 2 to 5 years, followed by 25.0 percent who served about 6 to 10 years and the remaining made up the rest. Majority of the respondents (62.5%) hold an undergraduate/professional degree.

3.2 Measures

OCBs. The researcher adopted the scale developed by Organ (1988) to measure organizational citizenship behaviors. OCBs have 15-items measured through three dimensions, namely altruism (behaviour directed at helping a specific person at work),

generalized compliance (activities such as doing more than what is required to meet minimum task requirements), and sportsmanship (tolerance of the nuisances on the job). The participants responded on five-point Likert type scale. Examples of the items asked are: "I like to come up with new, original ideas for handling work", "I cooperate well with those around me", "If getting a chance to choose another work, I prefer to stay with my current job."

Intrinsic motivation. The 10-items scale developed by Kuvaas (2009) was adapted to measure intrinsic motivation. Intrinsic motivation was measured through two dimensions, namely job autonomy (intrinsic motivational factors derived from the work itself) and characteristics of the tasks (creativity in work environments). The participants responded on five-point Likert type scale. Examples of the items asked are: "My job allows me to decide on my own how to go about doing my work", "Unless my job gets done, other jobs cannot be completed."

Extrinsic motivation. Extrinsic motivation was measured using 7-items scale through two dimensions namely, tangible reward (it can be in the form of pay increases, promotions and other fringe benefits) and social exchange relationship (the extent organizations can manage their relationship with employees). Tangible reward items were developed by Antoni (2009); Tremblay, Blanchard, Taylor, Pelletier, and Villeneuve (2009). Meanwhile for the social exchange relationship dimension, it was developed by Afzal, Ali, Khan, and Kashif (2010). The participants responded on five-point Likert type scale. Examples of the items asked are: "I choose this profession because I enjoy the social life", "This occupation allows me to earn money."

4. Analyses and Results

Table 1 provides means, standard deviations, reliability coefficients and Pearson correlations of the variables at the individual level (N=80)

Table 2 provides the regression analysis results used to test the hypotheses. The following presents the results of the study.

Table 1
Means, standard deviations, reliability coefficients and intercorrelations (N=80)

Variables	M (SD)	Cronbach's Alpha	1	2	3
1.OCBs	3.93 (.26)	.80	1		
2.Intrinsic Motivation	3.88 (.29)	.71	.68**	1	
3.Extrinsic Motivation	3.78 (.45)	.71	.50**	.66**	1

P<.01:Note:** M=Mean; SD=Standard Deviation

Table 1 shows that the results for means value for the entire variables under study was slightly above moderate level (on a 5-point scale). The mean on extrinsic motivation (M=3.7812, SD=.26 on a 5-point scale), the mean on OCBs (M=3.9346, SD=.29 on a 5-point scale) and the mean on intrinsic motivation (M=3.78,SD=.45 on a 5-point scale). Cronbach's Alpha values range from .71 -.80 indicate the acceptable level of reliability of the measures. The results of Pearson correlations show that both intrinsic and extrinsic motivations have correlated well with OCBs.

Table 2
Results of Regression Analysis on OCBs

Variables	Standardized Beta Coefficients (*B*)	t	Sig
Intrinsic Motivation	.627**	5.64	.000
Extrinsic Motivation	.082	.734	.465

R Square	.468		
Adjusted R Square	.454		
F-Value	33.804		.000

$**P<.001$

To test the hypotheses of the study, regression analysis was performed. Table 2 shows the R-square value of .468. This indicates that 46.8% of the variance in the OCB is accounted for by intrinsic motivation and extrinsic motivation. The Adjusted R Square is considered a better population estimate and is useful to explain, when comparing the R Square values between models with different number of independent variables because it is more precise for a small number of respondents. The value of Adjusted R Square obtained is 0.454, illustrate that 45.4% changes of dependent variable which is OCB can be explained by the two independent variables which are intrinsic motivation and extrinsic motivation.

The Beta values indicate that the relative influence of the variables that is, intrinsic motivation was significant and indicates positive relationship which has the greatest influences on OCB (B= .627, p = .000). However, extrinsic motivation was found to be not significant (B=.082, p >.005, which is .465). Thus hypothesis 1 was supported and hypothesis 2 was not supported.

5.   Discussion

The purpose of this study was to identify the level of OCBs among secondary teachers and to investigate the relationship between intrinsic and extrinsic motivation on teachers' OCBs. The descriptive result of the mean value for OCB in this study revealed a slightly above moderate level of OCBs demonstrated by teachers in this study. This indicates that discretionary behavior or extra-role behaviors among teachers in this study was not that high. This could plausibly due to the nature of teachers' in-role behaviors or those behaviors that demand most of their time as prescribed in the job descriptions have refrained them from actively participated in the extra-role behaviors which is deemed to be voluntary in nature or self-initiated and not part of the formal reward system in organization. It could also due to what Haworth and Levy (2001) and Tepper et al. (2001) had stressed that in previous research, employees frequently perceive presumed OCBs as role-prescribed, nondiscretionary, and/or rewarded imply that the commonly accepted definition does not accurately characterize employees' perceptions of OCB.

Beyond the conventional definition of OCB, it is interesting to note the possibility that OCB can also arise from other motive, where some of them less voluntary or less self-initiated. None of the studies previously considered the possibility of other motives, with the exception of Vigoda-Gadot (2006). Among these motivations are the abusive and exploitative behavior of immediate supervisors and the pressure by management or peers to become involved in activities in which the employee would otherwise not involve himself (i.e., Tepper, 2000). Thus, while the conventional approach has defined OCB on the assumption that all extra-role

behaviors and OCBs are rooted in employees' ''good will,'' rarely has anyone taken a different perspective, suggesting compulsory antecedents to extra-role or citizenship behaviors in the workplace. Vigoda-Gadot (2006) suggested the concept of ''compulsory OCB.'' The compulsory OCB could be one of the explanations for the moderate level of OCBs among teachers in this study.

This study has shown that intrinsic motivation is important determinant of OCB among teachers. Success of schools fundamentally depends on teachers who are willing to go beyond role expectations, voluntarily. This study is consistent with Organ (1988) who found that intrinsic motivation internally stimulates the employees to display OCB. Furthermore, Zeinabadi (2010) suggested that the school principal should emphasis on teacher's intrinsic rewards (e.g. job meaningfulness, job responsibilities, and job challenge) and endeavor to increase teacher's tense of intrinsic satisfaction, rather than offering extrinsic rewards. Other studies have considered intrinsic motivation such as autonomy as part of empowerment dimensions concern the discretionary powers and freedom with respect to work goals, setting priorities, shaping task elements, and determining the order and tempo in which tasks are executed (e.g. Kwakman, 2003; Xanthopoulou, Demerouti, Bakker, & Schaufeli, 2007). The more autonomy employees have in their jobs, the more opportunity they have to show extra-role behavior like OCB. Moreover, autonomy is a task characteristic that has a major impact on the psychological states of employees, like feeling responsible for work outcomes and job satisfaction (Hackman & Oldham, 1980; Podsakoff et al., 2000). As such, autonomy enhances employees' motivation to put extra effort into their work and show organizational citizenship behavior (e.g., Chen & Chiu, 2009).

The result from regression analysis indicates that extrinsic motivation has no influence on teachers' OCBs in this study. This could be due to the fact that teachers in this study were truly intrinsically motivated. Extra-role behaviors demonstrated were based on self-initiated and voluntarily not for impression-management purposes. Therefore, it seems plausible that the effects of evaluating and rewarding OCBs will likely differ depending on the motivation of the individual exhibiting OCB. If a person engages in OCBs for impression-management purposes (i.e. extrinsically motivation) and is rewarded for this behavior through the performance appraisal and reward systems, this increases the likelihood that this employee will continue to engage in citizenship behaviors since these outcomes are the very reason for their behavior.

6.   Limitations and Further Research

Notwithstanding the merit of this study, several limitations should be noted. First, the selected measure to access teachers' OCB by Organ (1988) employed in this study has been used mostly in other setting, like business organizations. Further study should consider a more suitable measure in the school setting (e.g., DiPaola & Tschannen-Moran, 2001). Second, the sample used in the study was limited to one school, and the findings should be treated with cautious in terms of generalizability to more heterogeneous samples. Finally, the variables selected in this study are limited to individual level of antecedents which may not capture the feature in school. Further study should consider other variables at individual, group, organizational or contextual level to fully understand teachers' OCB.

7.   Conclusions

The main goal of this research was to explore the relationship between intrinsic and extrinsic motivation on teachers' OCB. The results demonstrate that intrinsic motivation, namely job

autonomy and characteristics of the tasks, are the important determinants of OCB among teachers. Therefore, this study should serve to encourage OCB researchers to focus more attention on the intrinsic motivation aspects to encourage teachers to actively involved in OCBs. Behaviors that go beyond in-role duties become a fundamental component for achieving effectiveness in schools and schools could not achieve their goals if teachers limited their contributions only to those specified in their job descriptions. Therefore, it is important to understand the specific motives that might boost teachers' willingness to engage in OCBs and to choose where to invest more resource to encourage such behaviors.

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