

**A GENDER BASED COMPARATIVE STUDY  
OF ORGANIZATIONAL CITIZENSHIP  
BEHAVIOR OF UNIVERSITY TEACHERS**

**By**

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**NATIONAL UNIVERSITY OF MODERN LANGUAGES  
ISLAMABAD**

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ORGANIZATIONAL CITIZENSHIP BEHAVIOR OF  
UNIVERSITY TEACHERS**

**By**

**Anam Naseem**

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## ABSTRACT

**Title:** A Gender Based Comparative Study of Organizational Citizenship Behavior of University Teachers

Organizational Citizenship Behavior includes such behaviors of an individual that are voluntary and goes beyond the job description of employees and also play an important role in effectiveness of an organization. The aim of the current study was to compare the OCB among male and female teachers of public universities of Islamabad. Researcher used the quantitative research approach in this study. The population of the study was consisted of 1366 teachers among them 768 were male teachers and 598 were female teachers. Stratified proportionate sampling was used to draw sample from two strata. The sample was consisted of 693 teachers of public university of Islamabad among them 430 were male teachers and 263 were female teachers. The return response rate of the current study was 302 among them 170 were male teachers and 132 were female teachers. An adapted questionnaire of Podsakoff and Mackenzie (1989) was used by the researcher as a tool to collect the data from participants. Moreover, for the current study, researcher used both descriptive and inferential statistics. Mean and independent t-test was calculated to analyze the data. The analysis of data demonstrates that teachers display more sportsmanship with 4.15 mean values among five dimension of OCB (Altruism 3.63, Courtesy 3.92, Conscientiousness 3.76, and Civic Virtue 3.95) at university level. Furthermore, results of independent t-test show that there is a significant difference in OCB of male and female teachers of public universities of Islamabad. Results of independent t-test also indicate that male teachers display more OCB at university level as compare to female teachers. Moreover, it is recommended that initiatives like organizing departmental discussion, seminars, conferences aimed at encourage the female teachers to display OCB may be held on campuses. Both administrators and teachers may be part of these programs. This may help to enhance the success of such programs by incorporating the lessons gained through these programs.

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## LIST OF ABBREVIATIONS

<b>Abbreviation</b>	<b>Terms</b>
OCB	Organizational Citizenship Behavior
US	United States
SPSS	Statistical Package for the Social Sciences
COVID	Corona Virus Disease
HEC	Higher Education Commission
OS	Organizational Spontaneity
SET	Social Exchange Theory
POB	Prosocial Organizational Behavior
CP	Contextual Performance
JB	Job Burnout

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## **DEDICATION**

**To my praiseworthy mother**

*'Your prayers are what I need more than anything else in my life'*

**To my charismatic late father**

*'The person whom I love the most. May his soul rest in peace!'*

**To my beloved son**

*'Who made me stronger, better and more fulfilled than I could have ever imagined'*

# CHAPTER 1

## INTRODUCTION

### 1.1 Study Background

The power and productivity of any organization lies in the hands of the employees who are working within the organization. At every level, individuals who make up the organization together, be it the supervisor, employees working in different departments and right down to the office boy, all of them have commitments and has their own task to carry out in the organization that has great influence on the performance of the organization, productivity and survival that an organization should never be underestimated. Therefore, essential objective of top management should be to ensure the engagement and involvement of their employees (Muniady, 2016).

According to Hannam and Jimmieson (2002), very little work has been conducted on teacher's Organizational Citizenship Behavior (OCB), which deserves some serious consideration. Moreover, Somech and Drach-Dahavy (2000) says that the teacher's OCB can be seen in three different ways. Firstly, the participation of teachers in initiative actions, secondly, help the co-workers in their jobs, and thirdly, help and improve students as well as help them to achieve their goals and also each them positivism. In the educational field, teachers are one element which needs to be actively involved and conform the society's increasing demand as a professional. The teacher in these cases is not merely a teacher who transmit the knowledge, but he/she also play a role of mentor who guide their students in their learning as well as an educator who transmit the values to the next generation. In a study Harahap (2017) claims that completeness the quality and quantity of teachers will affect students learning success, which will lead to better quality of education. For that purpose, it is

essential for teachers to perform their duties as a professional as well as to go beyond their job description. Some teachers do not show OCB because of different reasons one of them is students and their behavior. Like, according to Segumpan and Bahari (2006) some of the teachers do not show OCB due to the stress or difficulty in their job which may be caused due to the misbehaviour of students. Moreover, Borg, Riding and Falzon (1991) claim in their study that student is responsible for the teacher's disappointment and satisfaction at their work. Thus, the main reason for the teacher's OCB is students. The higher the teacher's satisfaction level the higher the OCB would be. The satisfaction of teachers is dependent on the behavior of students. In a study Azizah (1997) states that the OCB of teachers can be measured from the behavior of students.

Importance of OCB in any organization cannot be denied. In the Pakistani context there are very limited studies were found by the researcher. There are some studies that were conducted in Pakistani educational context that shows the relationship between OCB and other variable such as job satisfaction, job burnout and organizational commitment (Munir & Shah, 2013; Atta & Khan, 2015). According to Dar and Raja (2014), there is a need to promote OCB in educational institutions of Pakistan. Administrators with an understanding of how to apply, develop and measure OCB in their academic faculty successfully have a significant advantage.

Schawbe (2013) pointed out in his book "Promote Yourself" that in today's workplace if someone succeed and get noticed, the individual must do much more than the routine duties for which the organization hired them, they need to do more than the job description. As a teacher, in performing their duties they are moreover expected to have an extra role, because teachers job is not only teaching but also educate their students and develop their character, and this issue frequently shoes up

outside the hours for example students rude behaviors, fighting during breaks, cheating during the exams and stealing etc. This problem related to student character cannot be ignored so that teachers should take step to solve them. Moreover, teachers are expected to work with their colleagues willingly to develop the team teaching, and make discussions that how to improve the learning quality, develop student behavior, in order to develop and implement an effective learning process.

Organizational Citizenship Behavior include such behaviors of an individual in which he/she participate on all matters related to increasing the learning quality, obedient and respecting the principal even if he/she is younger, accepting and operating all decisions, follow the rules and regulations of the institute as could as be possible. These types of behaviors are known as (OCB). Organ (1988) characterizes OCB as behaviour of the persons which is elective and not recognized separately by the organization's formal system of reward and that promotes in it's entirely the organization effective functioning. In the work previously carried out, Lambert (2006) states that OCB is a discretionary individual's conduct that is not recognized explicitly or directly by the organization's structured system of reward. According to Burrows, (2011) as usual working behaviour of an employee, he/she would be asked to do the tasks and he/she would be forced into them as it is defined in employee's job description, however OCB varies from the usual working behaviours of an employee as OCB includes such behaviours of an employee that are not vital to the job and its employee's personal choice and these behaviours helps to promote the functioning of the organization. Likewise, Batman and Organ (1983) defined OCB as extra behaviours related to work which goes beyond and above to the regular tasks of the employees that are specified in their work description or evaluated in the formal evaluations. According to Organ (1988), since such attempts are made outside the



criteria that is set out in the description of the job and cannot be enforced their presence as well as according to, Van Dyne, Cummings and Parks (1995) employees cannot be punished for their absence. For example, collaboration with colleagues, without complaints performing the extra tasks, helps the others voluntary, punctuality, effective use of time, resource conservation, sharing of those ideas that are beneficial for the organization and representing the organization positively as well (Turnipseed and Rassuli, 2005). According to Borman (2004), OCB positively affects upon the other factors, increasing productivity, improving the quality of organizational performance, recruiting new and retaining the old employees and helps to coordinate the activities. Moreover, according to Katz (1964), all effective and successful organizations look for the three main things which are: (i) an organization wants the employees to fulfil the requirements of their assigned role, (ii) they also want to keep the employees within themselves (iii) they want their employees to show spontaneous and innovative activities beyond the requirements of their formal job duties. In today's competitive climate, for organizations to function successfully and effectively, the third prerequisite of Katz is of the utmost importance that is need of any organization to have such employees in their organization that are voluntary to act beyond the formal requirements of the job (Morrison, 1994 referred it as the extra-role behavior) and not merely to be confined to their officially delegated specific technical aspects of the job (Morison, 1994 referred it as in-role behaviors).

Researches on the Organizational Citizenship Behavior in educational context are limited. The current study explored the current practices of Organizational Citizenship Behaviour among teachers at university level based on their gender, because teachers at this level are expected more to perform extra roles beyond their job description in order to enhance the effectiveness of the university. Previous

studies on OCB demonstrated that this is a major factor in the achievement of organization's productivity as well as its performance. OCB is described as employee's such extra role behavior that goes beyond and above the routine tasks that are specified in employee's job description. Like a study was conducted by Kmar, Bakshi and Rani (2009), they define OCB as such behaviors without expectation of reward or that need to be punished are referred to as OCB in an organization. After working hours, to continue to work in order to complete the task or to take over duties of a friend or colleague when he/she is out of work, it is considered to be an example of OCB. In these behaviors, ethical understanding and values of an employee play an important role (Turnipseed, 2002). Furthermore, Turnipseed and Rassuli (2005) discussed in their study that those employees who goes further and beyond their work description's requirements, perform more effectively and in result increase the efficiency of the workgroup. Likewise, Konovsky and Pugh (1994) discussed that OCB is employees such behaviours which is more and above the requirements of the job and thus voluntary and not compensated with the official reward system of an organization. Actually, OCB is the intended behavior of the organization's staff and it allows the organization to achieve its goals as well as objectives (Turnipseed, 1996).

Organ (1997) defines OCB as the discretionary behavior of an individual that is not rewarded by an organization whether formally or directly. In this type of behavior, individuals willingly contribute his/her energy to an organization. Likewise, according to Hunt (2002), these are individual's willingness behaviors, which do not rely on instructions that are given by the management, and it improves the performance of an organization as a whole. Every individual plays an important role in making an organization successful and in achieving its goals. Furthermore, OCB includes such behaviors of male and female employees that play an important role in

the effectiveness of any organization. All organizations want their male and female employees to participate in OCB related tasks so that they can compete with others. That is why the researcher wants to conduct the current study to access and compare OCB among male and female teachers.

## **1.2 Rationale of the Study**

Organizational Citizenship Behavior (OCB) promotes effectiveness and productivity of any organization. The performance of the staff within the organization directly influences the success of any company. Any successful organization requires its employees to be extra devoted and perform extra duties other than their usual tasks. These extra duties may have a strong influence on effectiveness of any organization. Both male and female employees of any organization need to display OCB for making their organizations successful and productive. Researcher observed during teaching that most of the female teachers are usually become available for any kind of the extra task that we want to do and help their colleagues beyond their formal duties as compare to male. That is why researcher wanted to conduct the current study to explore either there is a difference in OCB of male and female teachers or not.

Within past years different studies were conducted related to OCB but most of them were related to banks and non-educational context and researcher found limited studies in educational context. Different studies show different results, some studies shows that male employees display more OCB at workplace such as results of Watty Benjamin and Udechukwu (2014); Ryan (2001) studies shows that male employees display more OCB as compare to females. Likewise results of some studies show that female employees display more OCB as compared to male i.e. (Wilkinson, 2003). Researchers also found those studies as well which shows no significant difference between male and female employees in displaying of OCB i.e. (Cheung & Cheung,

2013); (Carter et al., 2014). That is why researcher wants to conduct the current study in the educational institution at university level to compare the OCB among male and female teachers, because like many other organizations, educational institutes are also organizations and they require their employees to show Organizational Citizenship Behavior with the intention of improving the eminence of education.

Another reason to conduct the current study was that in Pakistan there are some researchers who studied the relationship between OCB and other different variables like climate at organizations, job satisfaction of employees, commitment of employees with organization and Job burnout etc (Farooqi, 2012; Munir & Shah, 2013; Atta & Khan, 2015) but researcher did not find any gender based comparative research in Pakistan related to educational context. That is why researcher wanted to conduct a gender based comparative research to access the OCB among teachers of public university of Islamabad.

### **1.3 Statement of the Problem**

Organizational Citizenship Behavior (OCB) considered as an extra task that every organization wants their employees to perform. It is necessary for effectiveness of any organization that both males and female employees should display the Organizational Citizenship Behavior at workplace, which may enhance the productivity, and effectiveness of any organization. Unfortunately, OCB are tasks other than usual responsibilities and not everyone is willing or happy to do these kinds of extra tasks because of heavy load of their routine duties. Moreover, they do not have time to take part in such type of tasks that are beyond their job description like helping others, avoid complains, voluntary attend functions, precisely utilize the working hours and prevent the arguments. As there is a difference between the behaviors of each and every individual. Some individuals like to participate in such

tasks that are not part of their official job duties; on the other hand, some individuals just want to complete their official job duties and don't like to participate in extra tasks. So, there may be a gender based difference in displaying OCB of male and female teachers at workplace. That is why in this study researcher assessed and compared gender based difference in displaying OCB of male and female teachers of public universities of Islamabad.

#### **1.4 Objectives of the Study**

The current study was designed to achieve the following objectives:

1. To assess the Organizational Citizenship Behavior among university teachers.
2. To compare the Organizational Citizenship Behavior of faculty members based on gender.
  - 2a To compare teacher's *Altruism* on the basis of gender
  - 2b To compare teacher's *Conscientiousness* on the basis of gender.
  - 2c To compare teacher's *Sportsmanship* on the basis of gender.
  - 2d To compare teacher's *Courtesy* on the basis of gender.
  - 2e To compare teacher's *Civic virtue* on the basis of gender.

#### **1.5 Research Question**

1. What is the level of Organizational Citizenship Behavior among teachers serving in public universities of Islamabad?

#### **1.6 Null Hypotheses**

For testing, following hypotheses were formulated:

**H<sub>01</sub>:** There is significantly no difference in the Organizational Citizenship Behavior (OCB) of university teachers based on their gender.

**H<sub>01</sub> (a):** There is significantly no difference in *Altruism* of university level teachers based on their gender.

**H<sub>01</sub> (b):** There is significantly no difference in *Conscientiousness* of university level teachers based on their gender.

**H<sub>01</sub> (c):** There is significantly no difference in *Sportsmanship* of teachers at university level based on their gender.

**H<sub>01</sub> (d):** There is significantly no difference in *Courtesy* of university level teachers based on their gender.

**H<sub>01</sub> (e):** There is significantly no difference in *Civic virtue* of university level teachers based on their gender.

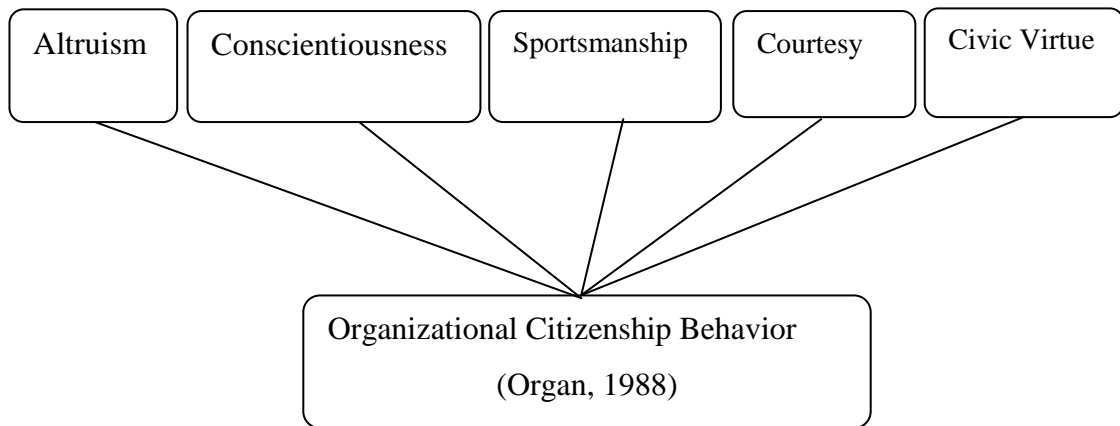
## **1.7 Theoretical Framework**

The current study was based on Organ's (1988) Five Factor Model of OCB. This model is more suitable for the current study because it highlights the most important dimensions relevant to OCB. Five Factor Model helps in assessing the OCB in terms of Altruism which is relevant to being helpful for someone, Conscientiousness which means doing more than just the minimum or prevent error, Sportsmanship which indicates tolerance of less-than-ideal conditions or accepting the changes and performs requests without complaints, Courtesy which means an individual ability to be polite and courteous or preventing conflict and Civic Virtue which indicated to what extent individuals are participating. Based on these dimensions' researcher assessed the differences in the OCB of both male and female University teachers.

The model that is still functioning as a reference in the field of research is the one that was suggested by Organ (1988). This is the case for two major reasons: first, this is the model that is included in the most of the current studies. Secondly, according to Argentero, Cortese, and Ferretti (2008) this is the model that has acquired the greatest quantity of empirical proof as well as support for the validity of

its constructs. That is why research also used the model of Organ (1988) for the current study. The definition can be summarized as follow for each of the five dimensions of OCB developed by (Organ, 1988).

- 1) *Conscientiousness*: is about activities which shows that a person gives unique attention while performing his or her tasks. For example, carefully adhering to the protocol or maintaining and precisely utilize the working hours.
- 2) *Civic Virtue*: involves such behaviors that show a powerful feeling of accountability for the organization, such as advice and recommendations or attempts to fix the issues with the purpose of improving organizational effectiveness.
- 3) *Sportsmanship*: It is associated with display of a positive behaviors as well as loyalty of an individual towards his or her organization, it often emphasizes the quality and organization's best aspects or avoiding less favorable elements being taken into consideration.
- 4) *Altruism*: includes individual such behaviors which express to help his or her colleagues willingly to perform their tasks effectively, such as to provide assistance to those employees who are new in the organization or help those colleagues with too much workload.
- 5) *Courtesy*: involves such activities that pay particular attention to creating friendly and cooperative relations, such as the attempt to prevent the arguments and to maintain the best interests of other people at core.



*Fig1: Research Framework*

The main variable of interest is Organizational Citizenship Behavior (OCB) in which researcher used the Organ's (1988) five factor model. As per Organ (1988) five factor model, OCB has majorly five dimensions which are Altruism (i.e., helping colleagues), Conscientiousness (i.e., goes beyond the requirements of formal job duties), Sportsmanship (i.e., tolerating those job problems without complaining which are inevitable), Courtesy (i.e., inform other employees to avoid problems related to work from occurring) and Civic Virtue (i.e., participation of an employee in political life of an organization).

### **1.8 Significance of the Study**

The current study is significant for the male and female teachers of the universities because performance as well as the productivity of the universities is dependent on teachers' behaviour. University teachers might take guidance from the results of this study in establishing the self-awareness related to their OCB.

The present research study is also helpful for the administration as well as the authorities of the universities, in order to organize programs, seminars or conferences in the campuses for the purpose of enhancing OCB of the teachers at university level and give awareness regarding OCB not only to the teachers but also to the non-teaching staff of the universities because every employee of the organization is



important, with the aim of enhancing the productivity and effectiveness of the organization.

The research study is useful for the universities as well because the major significance of OCB is distribution of workload among co-workers, when everyone at workplace will help others, it will reduce the workload of teachers and work will be completed in less time. By showing OCB, teachers may be more committed to their universities which may not only enhance the effectiveness or productivity of university but also make it able to compete with other universities effectively.

This research is also contributing in existing literature because as per limited knowledge of researcher, few researches has been done on OCB in Pakistani context but no research has been found that shows the gender based difference of OCB in Pakistani context. So, the results of this study might be a unique contribution in the existing literature.

## **1.9 Methodology**

### **1.9.1 Research Design**

For the current study researcher used the quantitative research approach because it helps the researcher to cover the large number of data and enable him/her to generalize the results to a large population. Furthermore, for analysing the research data researcher used both descriptive and inferential statistics.

### **1.9.2 Population**

For this study, Male and Female public university teachers of Islamabad were the population of the study. As the target population of this research study, researcher selected the teachers from the public universities of Islamabad. Moreover, population was included both male and female university faculty members. According to latest updates of year 2019 on universities websites, the total number of teachers are N= 1366 among those Male N=768 (56%) and Females N= 598 (44%). According to

Higher Education Commission Islamabad (HEC), the total numbers of public sector universities in Islamabad are 16 from which 12 are offering courses of social and management sciences.

### **1.9.3 Sample and Sampling Technique**

Two groups were involved in the present study. One was male teachers and second was female teachers. Population of the current study was based on these two groups. Therefore, researcher used the stratified proportionate sampling technique for this research study.

The desired sample size for the current study was  $n= 693$  of 1366 that is 51% of the population. After using stratified proportionate sampling, researcher got the sample of male  $n=430$  (56%) and female  $n =263$  (44%).

### **1.9.4 Instrument**

For the current research study, researcher adapted the inventory of OCB of Podsakoff and Mackenzie (1989) that was developed to measure the five dimensions of OCB. This tool was used to measure the five dimensions of OCB named as Civic Virtue, Altruism, Conscientiousness, Courtesy, and Sportsmanship and in Pakistani context.

### **1.9.5 Validity and Reliability of the Tool**

For checking the reliability of the tool, researcher done pilot testing and then Cronbach alpha and correlation was calculated by using SPSS 21.0 for checking the correlation between items of the tool.

### **1.9.6 Data Analysis and Collection**

Researcher personally visited the teachers of public sector universities of Islamabad for the purpose of the distribution of research questionnaire. For data analysis, researcher used SPSS 21.0 and the Independent t-test to compare the OCB

among both groups of male and female teachers. Whereas, for assessing the OCB among university teachers, mean was calculated.

### **1.10 Delimitations**

The study was delimited to:

1. The public universities recognized by HEC of Islamabad only. (Appendix J)
2. The academic faculty of social sciences and faculty of management sciences only. (Appendix J)

### **1.11 Operational Definitions**

#### **1.11.1 Organizational Citizenship Behavior (OCB)**

In this study researcher used the Organizational Citizenship Behavior five factor model of Organ (1988). He defined OCB as it is related to such behavior of an employee that is voluntary and goes beyond the official job description that are not part of their formal job requirements and these behaviors are not separately recognized by the organization's formal reward system that in result enhance the effectiveness of any organization.

#### **1.11.2 Altruism**

It is related to the helping behavior of an individual. It means being helpful voluntarily to the colleagues in order to complete the task timely. For example, assist those teachers who are new in university or having a heavy workload.

#### **1.11.3 Conscientiousness**

It includes such behavior of an employee that emphasis on the time spent on the effectiveness of the community and themselves which are also voluntary and goes beyond the official requirements of the job. For example, working for long hours and utilize the working hours precisely.

#### **1.11.4 Sportsmanship**

I include those individual's behaviors in which employee accept the changes that occur at workplace either they are inevitable and try to avoid the complaints related to the problems that are faced by him/her at workplace. For example, tolerating the problems and show positive behavior to those problems.

#### **1.11.5 Courtesy**

Courtesy is related to individual's such behavior in which he/she try to prevent the conflict at workplace. For example, being polite and tries to create a friendly environment at workplace.

#### **1.11.6 Civic Virtue**

This dimension is related to the individual's participation in the meetings of the organization dutifully and tries to keep update with the organization's communications. For example, share their views honestly to solve the problems and read the university's communication on daily basis.

## **CHAPTER 2**

### **REVIEW OF THE LITERATURE**

In this chapter, a review of the literature of this study is discussed by reviewing the main variables of the study that are Organizational Citizenship Behavior (OCB) and gender. Most of the literature was obtained from the secondary sources that are online available. Articles, thesis, journals, and books are the sources of literature review.

This chapter starts with a brief introduction of OCB and continues with the review of literature related to OCB and gender, an overview of Organ's (1988) model that was adopted by the researcher for the current study is also given in this chapter. OCB in the Pakistani context and theories related to OCB is also discussed. In the end of this chapter, summary of the literature and gap identification is also discussed by the researcher.

#### **2.1 Organizational Citizenship Behavior**

There are several behaviors that are anticipated from an employee who respects the laws and rules of the company while his/her stay in any organization. However, sometimes employees show some behaviors and participate in such activities willingly that go beyond the regular tasks that are not written in an employee's contract. These kinds of behaviors are known as Organizational Citizenship Behavior (OCB). In past researches, OCB was commonly used because it has indicated that OCB affects the overall organizational effectiveness. OCB includes such tasks that an employee performs beyond the specified work conditions that are also known as the "extra-role behavior". A study conducted by Aquino and Bommer

(2003) and found that OCB in a work unit can boost social attractiveness. Because OCB is usually called as positive or favourable behavior.

According to Sesen, Cetin, and Basim (2011) OCB has become one of the influential researched topics in the domain of organizational behavior. OCB has been investigated and reviewed by the different researchers in the last two centuries, and for them, it is still an important area of research (Tambe, 2014). After Smith, Organ, and Near (1983) investigated the history and nature of such behaviors, the word Organizational Citizenship Behavior was officially identified. After that Organ (1988) indicated that the behavior of individuals that is voluntary not acknowledged clearly or exclusively identified by the organization's official reward system and encourages the organization's efficient functioning as a whole is known as OCB. From this definition of OCB that was given by Organ (1988), three main features of Organizational Citizenship Behavior can be extracted that are: Firstly, OCB includes employee's such behaviors that are discretionary and goes much further than the traditional job criteria (Smith, Organ & Near, 1983). The worker does not have to participate in OCBs unlike the formal job specification written in the agreement between the individual and the company, display of such actions and participation of an employee in such tasks that are not part of their official duties is more likely to rely upon an employee's desire and is not caused by the order of the authorities. Secondly, OCB is not recognized by the official reward system of an organization whether formally or directly. Although such activities may encourage a certain pay increase or promotion with the approval of the manager to take part in such tasks, also it cannot be promised under the terms of the employee's contract (Organ, 1997). Thirdly, OCB supports the organization's effective and efficient functioning in its entirety. Organ (1997) explains this by providing an example of an employee who helps his/her

colleagues. He says that helping a colleague can cause a situation of dysfunction for the employee, but it increases organizational efficiency when a number of employees involve themselves repeatedly in such behaviors.

Furthermore, according to Ozduran and Tanova (2017) OCB relates to the behavior of individuals that are outside of the actual work or requirements of the role. OCB is a significant characteristic that can not only play a vital role in the effectiveness of any organization but can also serve a substantial role in its long-term sustainability. In the system of Education, OCB is necessary to support the full range of behaviors required to achieve the objectives of an institute.

Research on Organizational Citizenship Behavior is the latest trend in the educational context. As psychologists believe that academic and non-academic staff of any educational institute must go beyond their routine duties in order to meet and fulfill those new standards that have been established by the institute. It is clear that research on OCB in the educational setting is of great importance and definitely requires attention (Farooqui, 2012). Like in a study Yucel (2008) claims that in improving the learning of the students and standard of the schools, teachers play an important and significant role.

The performance of those educational institutes is more effective in which the relationship between teachers and students is strong as compared to those institutes where the relationship is weak. Like, according to Shann (1998), in high achieving schools, the relationship of students with their teachers is strong as related to those schools which are low achievers. Different researches have been conducted and they found that the citizenship behavior of teachers predicts the academic achievement of students positively (Khalid, Jusoff, Othman, Ismail & Rehman 2010). Moreover, different researchers like Barbuto, Brown, Wilhite, and Wheeler (2001) agree that

“Organizational Citizenship Behavior” among employees is beneficial for organizational firms. According to Bolino (1999), the conduct of OCB promotes organizational performance and also enables the organization to compete.

OCB includes such behaviors that cannot be forcibly requested. Any organization cannot force its employees to show or perform OCB. Likewise, on showing OCB, employees cannot demand or expect any type of reward from the official reward system of an organization. However, OCB is not overlooked. Organ (1997) observed that the managers frequently bring OCB into considerations, which are displayed both immediately and indirectly by the employees (e.g. special consideration, bonuses, promotions, performance ratings, etc). A further significant statement from Organ (1988) founded work related to OCB is that those behaviors that an employee shows beyond their job description, they are mostly motivated internally, and arise from within an individual and maintained by intrinsic needs of an individual for a feeling of accomplishment, expertise, affiliation or association.

According to Vigoda (2000) OCB has become an invigorating field of study that was studied by researchers of psychologists, sociologists, and management from organizations. The researcher discovered that according to sociologists like Turnipseed (2002) OCB, historically referred to as the “good soldier” phenomenon, has no connection with the formal system of organizational incentives, and encourages the organization’s effective functioning. In contrast, psychologists state that previous empirical studies show that values directly influence the behavior of people by motivating them to do according to their values (Locke, 1976). Researchers from management say that by choice, it is emphasized that behavior is not an imposed condition of the formal job description which is clearly definable in the individual’s agreement with the company (Isbasi, 2000). So, it is concluded that OCB is such a



type of behavior that no organization can force its employees to perform those tasks that are not part of their job description. An individual participates in OCB according to their willingness. On showing OCB, employees cannot demand any reward from the organization. Likewise, organizations cannot force their employees to participate in OCB related tasks.

## 2.2 OCB Definitions

The behavior of employees who are required to achieve those objectives which are relevant to the organizations but are not part of the job description was examined for a long time by the researchers of different fields. Different scholars have suggested a number of OCB's definitions. Table 2.1 includes several popular concepts of OCB.

Table 2.1

### *Definitions of OCB by Different Authors*

<b>Authors with years</b>	<b>Concepts</b>
Barnard (1938)	People's willingness to make efforts and engage in the cooperative system.
Katz (1964)	Spontaneous and innovative behaviors that are not part of the requirement of the job but important for any organization.
Organ (1988)	Voluntary behavior of an individual which are not expressly accepted by the organization's formal system of incentives and which facilitates the effective functioning of an organization.
Graham (1991)	All those positive behaviors that are relevant to the community.

Barnard (1938) talk about these behaviors as people's willingness to contribute their efforts and engage in the cooperative system. Later, spontaneous and innovative behaviors were identified by (Katz, 1964). He also found out that this type of behavior is not a necessary task as they are not mentioned in the job description of an individual, but is beneficial to the whole organization, for example, to take on additional duties willingly or initiative of an individual. In comparison, reliable role performance involves a faithful fulfillment of job tasks, such as reach at the workplace on time, compliance with the rules of the organization, and not wasting the time (Qureshi, 2015).

According to Polat (2009), OCB is defined as the informal behaviours that are expressed by employees in organisations. Moreover, Borman (2004) defined Organizational Citizenship Behavior as an individual participating in actions or activities that are not part of their official job duties but are beneficial to the organization as a whole. In a study Somech and Drach-Zahavy (2004) highlighted the discretionary element of OCB: if an individual is performing official job duties or fulfilling a prescribed role is not a manifestation of OCB. These type of behaviors should be outside the formal role of an individual within the organization, thus not formally rewarded

The term "Organizational Citizenship Behavior" (OCB) to describe such behaviors was coined by Organ and his associates (Bateman & Organ, 1983; Smith, Organ & Near, 1983). OCB has been described by Organ (1988) as a voluntary behavior of an individual that does not expressly or specifically acknowledged through the formal system of rewards, which facilitates the effectiveness and efficiency of an organization as a whole. There are three parts of this definition. The first part of this definition says that the behavior of an individual is voluntary and not

mandatory for the work. The second part of this definition states that the organization's system of formal rewards does not acknowledge such behaviors, but it does not mean that in the organization, Organizational Citizenship Behavior is never rewarded. In reality, according to Organ (1997), the rewards are not promised by the organization, and the correlation between OCB and rewards is indirect. The third part of Organ's (1988) definition of OCB states that OCB is related to an organization's efficient functioning. Therefore, Smith, Organ, and Near (1983) states in their study that OCB may not benefit someone directly, but may support the organization and the colleagues. Above mentioned studies shows that OCB includes such types of behaviors that are voluntary and not part of the job description of an individual, so the organization does not reward those employees directly who participate in OCB related tasks.

Some of the early researchers like Bateman and Organ (1983); Smith, Organ, and Near (1983) defined Organizational Citizenship Behavior as not related to the in-role performance of job but relevant to the functioning of the organization. But, according to Graham (1991), there was an unintended effect of finding a distinction between extra-role behaviors and in-role behaviors that often changed, because it varies throughout the job, persons, and organizations. So, Graham (1991) suggested a definition that encompasses all positive behaviors that are relevant to the community. This wider conceptualization that was given by Graham (1991) included, In-role behaviors, extra-role behaviors that are related to organization, as well as political functions like participation in the organization.

As Katz (1964) spoke for the first time regarding supportive and innovative behaviors in the study. After some years, the word Organizational Citizenship Behavior was coined for the first time by Organ and his associates. Other researchers

from different fields have used different names to characterize the same collection of behavioral choices of workers. Such as Van Dyne, Cummings, and Parks (1995) as well as Marinova, Moon, and Van Dyne (2010) considered Organizational Citizenship Behavior as extra-role behaviors in the workplace. Additionally, these behaviors have been known as organizational spontaneity that was discussed by George and Jones (1997) in their study. Likewise, the term organizational pro-social behavior was used by George and Battenhausen (1990), as well as Borman, White, and Dorsey (1995) used the term of contextual performance in their study to explain such behaviors. Therefore, similar behaviors have been identified over the years by Barnard (1938) and Katz (1964), although they are referred to by different names.

### **2.3 Dimensions of OCB**

Several dimensions may help to determine the actions of Organizational Citizenship Behavior (OCB). There are so many dimensions of Organizational Citizenship Behavior that are developed by different scholars and can be found in the literature. As LePine, Erez, and Johnson (2002) recalls that in the previous literature over 40 dimensions of OCB have already been discussed. In the literature of the current study, the researcher discussed the dimensions of OCB that are given by Organ (1988), William and Anderson (1991), and Podsakoff et al., (2000).

It is worth noting that the model of OCB which is still used by the researchers as a reference is the one that was proposed by Organ (1988). Five OCB dimensions were recognized by Organ (1988) that is Civic Virtue, Altruism, Sportsmanship, Courtesy, and Conscientiousness. These five OCB dimensions include those organizational behaviors such as assisting the colleagues willingly, not to complain, following the organization's rules and regulations, participate actively in the affairs

and political system of the organization. The five dimensions of OCB that were established by Organ (1988) can be summed up as follows:

According to Organ (1997), the term *Altruism* means to help the colleagues willingly or assist them. Altruism implies assisting other organizational members to complete their tasks efficiently. For example, helping the new employees of the organization willingly, helping the work overloaded staff, helping those colleagues who were not present; guide the workers in completing the challenging assignments, etc. Altruism is defined by Smith, Organ, and Near (1983) as behaviors caused by an individual voluntarily where an employee helps the workers of the organization with a specific issue in order to finish his or her job under the uncommon conditions. Altruism indicates the members within the organization who likes and helps the other workers within an organization in order to complete their task timely. Altruism was shown to be strongly linked to the evaluation of the performance as well as consequently to the positive affectivity (Podsakoff et al, 2000).

*Conscientiousness* includes individual voluntary behavior that goes much further than the organizational minimum standard of requirements, for example, compliance with regulations and rules of the organization does not take additional breaks and work for extra long hours (MacKenzie, Podsakoff & Fetter, 1993). Conscientiousness is a design that goes much further than the minimum requirements of housekeeping, attendance, and punctuality tends towards resource conservation and gives an overall impression that you are a responsible employee of the organization. According to Podsakoff, Ahearne, and MacKenzie (1997) when the worker is extremely conscientious, it means that he or she is extremely aware of his or her responsibilities in the organization and requires very little supervision from the management. The results of the research study conducted by Borman et al. (2001)

highlighted that the two significant and overarching aspects of OCB are Conscientiousness and Altruism. Conscientiousness can be used to illustrate the accountability, self-disciplined, hardworking of a specific person as well as how much he or she is organized. It is described as an engagement of an employee in his or her job which is outside the boundaries of official requirements of the organization, for example, willing to perform the tasks that are beyond the duty requirements and including work for long hours (Organ, 1988). Interestingly, Kidder and McLean Parks (1993) found that men are more probable than women to be engaged in behaviors of Conscientiousness, from the perspective of the reality that, for males' equity is more important than equality.

The readiness to accept willingly, without complaints, the unwanted discomfort and work's imposition is known as *Sportsmanship* (Organ, 1990b). It is related to the individual's desire that he or she will not complain related to the unwanted discomfort and the violence or abuse that are created during performing a professional task. It refers to such behavior of an individual in which he or she tries to avoid unnecessarily complaining about the problems or difficulties faced by him or her at the workplace and remain tolerant as well as show a positive attitude to the problems. Sportsmanship is a demonstration of an employee such behavior in which he or she willingly, without any complaints or protests, allegations or appeals, grievances or accusations, accept and tolerate the personnel momentary and minor work impositions and inconveniences. This enables to preserve the energy of the organization for the performance of the tasks and greatly reduces the excessive stress and load for the managers of the organization (Organ & Rayan, 1995). Organ (1988) described Sportsmanship as such behaviors that can easily tolerate the irritations of the organization that are an inevitable component of almost each and every

organizational context. A study was conducted by Podsakoff, Ahearne, and MacKenzie (1997) and found that beneficial sportsmanship increases the employees' morale in their workplaces and therefore reduce the turnover of the employees in the organization.

Sportsmanship was described by Organ (1990b) as a desire to accept, without complaining, inconveniences that are inevitable and impositions of work. This refers to the belief that the game is played in the game's spirit and not even being disturbed by losing the game. Therefore, those workers who hold a cheerful and happy outlook even though things are not happening according to their way or their suggestions are not heard, shows sportsmanship. The literature did not pay much attention to this behavior of OCB, although its history and consequences proved very different from the other OCB's components (Walz & Niehoff, 1996).

Organ (1990) defined *Courtesy* as it is related to those activities that assist employees to avoid the occurrence of those problems that are interpersonal. For example, providing an advance notice related to the schedule of the tasks to those employees who are in need and inform other people before doing anything or taking any type of action, which might influence them. The interest of an employee in avoiding the creation of the issues for their colleagues is shown by courtesy or gestures (Organ, 1997). Examples of job courtesy are, for instance, for other employees leaving the printer or copy machine in an excellent condition (Organ, Podsakoff & MacKenzie, 2005). According to Podsakoff, Ahearne, and MacKenzie (1997) an employee who is more courteous, protects the leadership by making an attempt to prevent the creation of problems for the colleagues and from falling into the crisis management. Courtesy encompasses behaviors that concentrate on issue deterrence and take timely and appropriate steps to reduce the future impacts of the

issue. In an easy term, courtesy implies the support that an employee of the organization gives to the other workers or colleagues when their professional growth is discouraged and feels demoralized. Research by Podsakoff et al., (2000) has shown that those employees, who show more courtesy at their workplace, would decrease the different type of conflicts between the groups and thus decrease and save the management time that they spend on those activities that are related to the conflicts. The primary concept of courtesy is to avoid such activities which actually make the job of the workers of the organization unnecessarily more difficult as well as they also need to be given prior notice to be ready if their current workload is supplemented.

*Civic Virtue* is related to the positive implication and participation of an employee in the organization's political system and contribution to that system by communicating their views voluntarily and honestly, taking part in conferences and seminars of the organization, debating on those problems that are related to the organization with the co-workers, and reading the communications of the organization, for example, emails, notifications, etc, for the organization's wellbeing (Tambe, 2014). As per Podsakoff et al., (2000) civic virtue is relevant to an individual's behavior that suggests that an employee of any organization is engaged dutifully, is involved actively and effectively in, and also cares for the existence of his or her organization. It also reflects the interest of the macro level in the political system of the institution or the commitment of an employee to the organization. They are ready to engage fully in the different activities of the organization including tracking the environment of the organization and identifying the threats to an institution and opportunities for an institution and working and developing the finest solution. As Podsakoff et al., (2000) highlights that these type of behaviors takes place when an employee of the organization reckons himself or herself with the



organization where they are working and see themselves that they are part of it. Deluga (1998) explained civic virtue means the involvement of subordinates in the political system of the organization as well as the support of the organization's administrative function. Organ (1988) defines civic virtue as the responsibility of an employee to show active and volunteer participation in business-related activities for example attending those meetings of the organization that was not required by the company and also keeping an evaluation in relation to the organizational changes. In fact, this OCB dimension, civic virtue is extracted from the findings of Graham which shows that the employees must be responsible for being an organizational good citizen in whom they are working (Graham, 1991). Podsakoff et al., (2000) mentioned that those behaviors related to civic virtue reflects the recognition of an employee that he or she is an important part of the organization and also recognize the duties of being an organizational member in which they are working. Other researches like Walz and Niehoff (1996) discovered that behaviors that are related to civic virtue increase the performance and quality of an employee as well as contribute to the reduction of complaints on the behalf of the customers.

Employees with a high level of Civic Virtue can engage in 29 management activities, including debates that are related to organizational policy, participate in those meetings which discuss the strategy of an organization, and environmental monitoring of organizational threats and opportunities (Qureshi, 2015).

OCB is described by Organ (1997) as a contribution to psychological and social retention and improvement that promotes the performance of the tasks. On the basis of reviewing the literature, OCB can be classified into seven different kinds (Podsakoff, Mackenzie, Paine & Bachrach, 2000)

- i. Helping behaviors are those behaviors in which an individual helping others willingly. Altruism is the one precedes the helping behavior.
- ii. Sportsmanship means preserving beneficial or positive behavior and the will of the staff to sacrifice their own interests and desires for the organization's sake as well as organization greater benefit.
- iii. Organizational loyalty does not mean only that you are loyal to the organization but you also make a genuine effort to promote the organization's positive image in front of the outsiders.
- iv. Organizational compliance means that compliance with the organization's law, procedures, and regulations as a food staff member and manager.
- v. Individual initiative implies diligent actions. It relates to genuine attempts to enhance the job results and also to encourage others to do the same.
- vi. Civic virtue relates to the participation in policy issues of the organization, monitoring, and engagement on behalf of the community in the organization's political activities.
- vii. Self-development implies attempts made willingly by the worker to enhance his/her abilities, skills, and knowledge in order to increase the organization's input.

A dichotomous model was suggested by Williams and Anderson (1991), this model is not including the classification of OCB based on behavioral content, but on the basis of which the behavior is aimed for. In addition, Williams and Anderson (1991) divide the constructs of OCB into two main categories that are named as OCB-I and OCB-O. The first category, OCB-I refers to such behaviors that are directed towards and related to the individual and the second category OCB-O refers to organizational relevant and behaviors that are directed towards the organization. In

the first category, behaviors related to the Courtesy and Altruism are included, and in the second category, sportsmanship, conscientiousness, and civic virtue are included.

Table 2.2

*Dimensions of OCB by Different Authors*

<b>Authors with years</b>	<b>Dimensions</b>
	Altruism
Organ (1988)	Courtesy
	Sportsmanship
	Conscientiousness
	Civic Virtue
William and Anderson (1991)	OCB-I related to an individual's behavior
	OCB-O related to an organization's behaviour
Podsakoff, Mackenzie, Paine, and Bachrach (2000)	Sportsmanship
	Helping behavior
	Organizational loyalty
	Individual initiative
	Civic Virtue
	Organizational compliance
	Self-development

## **2.4 Roots of OCB**

Roots of Organizational citizenship Behavior are so old. Different researchers introduced OCB in 1938 and started working on it, later on researchers used this concept in their studies and still it is used by scholars in every field of life. The first

time OCB was introduced by Barnard (1938) he explores the origins of the organizational citizenship construct and recognizes that the willingness of employees to devote themselves to the organization is necessary for achieving the goals of an organization. He, thus, introduced the idea of “willingness to cooperate”. Later, Katz (1964) once again took up the idea of “willingness to cooperate” who has tried to highlight the spontaneous and innovative observable behavior in a work environment, for the very first time. For example, to collaborate with others, defend and support the organization, create and propose new ideas, seek to improve oneself in the workplace, and also to have a positive attitude towards the organization. Then Katz and Kahn (1966) identified the two dimensions related to an individual’s behavior, first is “in role behavior” and second is “extra-role behavior”. The distinction between these behaviors as such behaviors that are associated with the jobs of people are known as in-role behaviors, and those behaviors which go beyond the roles of people’s job are known as extra-role behaviors. According to Katz and Kahn (1966), in-role behaviors are a collection of tasks that are allocated by the organization’s protocol, which are limited in number. Such behaviors are specific to the role of an individual and are written into the job description. However, extra-role behaviors are those behaviors that are not specified in an individual’s job description and that can be common across jobs and helps to achieve the goals of the organization. Katz and Kahn (1966) claimed that the well-functioning of an organization depends heavily on the extra-role behaviors, thus, management needs those workers who do more than those tasks that are specified in the job contract of an individual. In particular, managers are looking for the OCB that was later defined by Organ (1988) as voluntary behaviors, not implicitly or expressly acknowledged by the structured system of organizational rewards and, in general, supporting the organization’s successful functioning. These

voluntary behaviors that are not mentioned in the individual's job contract, plays an important role to achieve the goals of an organization. Fifty years after the work of Barnard (1938), in the empirical study of Batman and Organ (1983), then in the work of Organ (1988) brought the idea of organizational citizenship to the foreground. Organ acknowledged that there is a motivational dimension to organizational citizenship and its essence is self-recognition as an integral part of the organization's collectivism.

## **2.5 Teachers and Organizational Citizenship Behavior**

Work on OCB is a recent phenomenon in educational contexts. As psychologists also concluded that school staff must go outside the requirements of minimum performance standards in their duties to meet the new expectations which have been set for schools. Similarly, at the university level, this is needed to improve the organization's overall productivity in terms of the satisfaction and success of the students. OCB is important in all forms of employment but some occupations require OCB more than other occupations in terms of their complexity and superiority. Teaching is one of the most important and significant OCB requiring occupation in the field of education (Farooqui, 2012). Many organizations are in need of the worker's ability to go beyond the description of their job (Luthans, 2008). This necessity also applies in the educational field, where the employees of an institute need to be willing to go further than the official tasks that are required to achieve their goals as well as objectives (Robbins, 2003). For very significant and evident reasons, this study focuses on the teachers because teachers of any nation play a major role in shaping a nation's future by affecting learners of the nation at an early point in their education as well as their mental health. Pakistan's system of education is undergoing the process of transformation and restructuring. The effectiveness and the quality of

the system of education rely on the educators who are working beyond the institution's official work demands as well as the minimum requirements of the job. Those efforts that are made by the teachers of the institutions, helps the institutes in achieving those goals and objectives that they want to achieve. All kind of behaviors leading to such attempts is referred to OCB which is a binding factor for the institutions that helps in efficiently joint the members of the institute together (Organ, 1988). However, the OCB is also vital for the universities to function properly and reach their strategic objectives and goals. Teachers in any academic organizations are expected to go further than the principles and policies framework and generate their own distinctive perspective. The effective organizations in today's productive globe are those whose workers work outside the official agreement. These kind actions are neither component of a formal organization (Davoudi, 2012). Previous studies have shown that teachers with a strong sense of status in their job were more likely to invest in OCB as compare to those who do not (Bogler & Somech, 2004). Another study was conducted by Oplatka (2009) and found that OCB leads to a high level of enthusiasm, self-fulfillment, and work satisfaction, and also gets positive responses from their colleagues, students as well as from the parents. A study was conducted by, Khazaei, Khalkhali, and Eslami (2011) and their result show that OCB and teacher performance is significantly related to each other.

Vigoda- Gadot, Beerli, Birman- Shemesh and Somech (2007) claims in their study that the effectiveness and success of educational institutes to meet their objectives and goals depends heavily on teachers, being prepared and willing to participate in those extra tasks that are not mentioned in their official job description. A study was conducted by Oplatka (2009) and its results show that OCB contributes significantly and plays important role in improving the achievement of students, level

of teacher satisfaction, self-fulfillment, and improving the reputation, discipline, and image of the schools. Likewise, Somech and Bogler (2002) pointed out in their study that OCB that are not part of a teacher's official job strengthens the ability to address the special needs of the pupil, improves the discipline of students, and also develops the performance of teachers. The study of Oplatka (2009) also confirmed that OCB is strongly linked to positive feelings towards students, co-workers, and educational institutions.

Furthermore, as at the beginning of this chapter, the researcher discussed OCB as that extra-role behavior that goes beyond the description of a teacher's job, can help in increasing the university image as well as improve the teamwork. Like a study was conducted by Bogler and Somech (2004) and they pointed out in their study that those teachers who show OCB at the workplace, helps in encouraging the successful places of work as well as in achieving the goals of an organization. As stated by Dipaola and Tschannen- Moran (2001) in their study that if teachers practice OCB at their workplace, then the school's top management are able to devote more time to other main tasks, including matters related to problem-solving and planning. That in result may enhance the image of the university and improve the teamwork.

In any educational institute, teachers are their backbone whether it is school, college or university. When these teachers show and practice OCB at their workplace and perform those tasks that are not part of their official job duties then as a result it makes sure the quality of the organization in which they are working. As a result of Oplatka's (2009) study shows that OCB contributed to the enhancement of discipline, reputation, and image of any educational institute. Further to this, Lauermann (2014) said that it is a teacher's responsibility to carry out their professional judgment and professional teaching. They have to work hard to prepare the lessons for students,

give instructions, and administrative guidance to their students (Halvorsen, Lee & Andrade, 2009). However, Erturk (2007) said that the responsibilities and roles of the teachers go beyond their job description to ensure school success. Only those teachers will be considered effective and successful when he/she perform those extra tasks, responsibilities, and duties that are not part of their official description of the job (Jimmieson, Hannam & Yeo, 2010). All the above-mentioned studies show that OCB's play an important and significant role in enhancing the success of educational institutes as well as improve the image, discipline, and reputation of that institute. Additionally, those teachers are considered more effective and successful who show more OCB at their workplace. So it is concluded that in every type of job behavior, OCB is important but some professions are more demanding of OCB than the other professions for their superiority and complexity. Teaching is one of the most important occupations demanding OCBs in the education sector. Substantial literature indicates that teachers go beyond the minimal description of the job and demonstrate the school's goodwill, smooth running, and performance. As well as Teachers go a step further to suggest ways and help students' problems with academia. This research is therefore intended to apply the OCB principle in the context of a university in Pakistan such that the extent to which the public sector university faculty exhibits OCB can be seen.

## **2.6 OCB in Pakistani Context**

The five factor model of OCB given by Organ (1988) involves five kinds of behaviors that are Courtesy, Civic Virtue, Conscientiousness, Altruism and Sportsmanship. All of them are needed for efficient organizations as well as in order to enhance the effectiveness of any organization, and they play an important role in success of any organization. According to Luthans (2008), OCB has been introduced



by Denis Organ's work in academic literature. It has become an extensive field of research in the last three decades. Studies have concentrated primarily on the business sector and recent researches have been carried out on importance of OCB in educational institutes (DiPaola & Hoy, 2005). The purpose of current study was to examine the OCB among teachers in public sector universities of Islamabad, Pakistan. Research on Organizational Citizenship Behavior (OCB) in educational institutes, with regard to Pakistan, has attracted some researchers as well. Like, Farooqui (2012) conducted a research study and investigated practices of OCB among the teachers of the university in Lahore. The result of Organizational Climate showed that there is a positive noteworthy association between those variables. Moreover, Munir and Shah (2013) investigated OCB among faculty members of distance learning universities in Pakistan and found a significant relationship of Organizational Citizenship Behavior with job satisfaction, supervisory support, and Commitment with an organization. Additionally, Atta and Khan (2015) in their research study explored the association between OCB and Job Burnout of school teachers in Pakistan and its results showed that Job Burnout (JB) is negatively and significantly associated with OCB. Likewise, a research study was conducted by Abdullah and Akhar (2016) in which they investigated the association between the dimensions of OCB and Job Satisfaction among the public and private universities of Lahore, Pakistan, and found positive significant relationship between Organizational Citizenship Behavior and Job Satisfaction. Furthermore, Tahseen and Akhtar (2016) studied the connection between Organizational Justice and OCB among public and private universities of Punjab, Pakistan and the results of the study showed a significant ally positive association among Organizational Justice and "Organizational Citizenship behavior" of teachers and university level. They also investigated the effect of "Organizational Citizenship

Behavior” and Organizational Justice with reference to public and private universities and found no major difference between public and private universities of Punjab, Pakistan. All the above studies show the relationship between OCB and its antecedents and none of them shows gender based difference. As per limited knowledge, researcher did not found any gender based study in Pakistani context. Therefore, researcher wanted to conduct the current study in Pakistani context in order to access and compare OCB among teachers in public sector universities of Islamabad.

Through a literature review, it is clear that studies related to OCB in educational institutions and academicians are limited and are of great importance that is why it needs some serious attention from the researchers of any field from the world. The current study was conducted with this particular purpose to provide proof to the body of knowledge as well as to provide awareness to the educational institution's managers that the teacher's OCB can play a significant role in achieving the objectives and goals of an institution. In this study, the researcher compared the OCB among university teachers based on their gender.

## **2.7 OCB and Gender Difference**

In relation to Organizational Citizenship Behavior and gender factor, many types of researches were conducted at the international level to show the difference between Organizational Citizenship Behavior and gender, there are some studies that show that OCB and gender are significantly related to each other. Such as, a study was conducted by Van Dyne and Ang (1998) and their results show that there is a significant correlation between gender and OCB. The researcher found those studies as well which showed that male is more involved in OCB than females. Moreover, research was conducted by Heilman and Chen (2005) and they found that males are

more rewarded than females for OCB, as it is expected that females are engaged more than males in certain types of OCB, such as Altruism and Courtesy. Likewise, a study was conducted by NicDomhnaill (2006) and found that gender and OCB had a positive significant relationship. In particular, males had a more positive attitude than females towards OCB. Moreover, Chahal and Mehta's (2010) research reported a significant gender difference between OCB and gender. They found a positive correlation between the two variables that are OCB and Organizational Effectiveness, for males was greater than the female workers. In comparison to this, there are some studies which showed that females are more involved in OCB as compared to males. Like, Esnard and Jouffre (2008) conducted a study at the school level and their results showed the OCB's positive significant effect on the basis of gender and also found that girl's frequency of OCB is much higher as compared to the boys. Likewise, Morrison (1994) has found evidence of differences in perception of OCBs between males and females, with females who consider OCB as more active than males. Same as another study that was conducted by Lovell et al. (1999) and they found that females have a greater level of OCB as compared to males, although their performance ratings were not different from males. Similarly, results of Farrell and Finkelstein (2007) shows that a greater number of a female are likely to be engaged in the OCB's helping aspect, that is known as Altruism, whereas the male is more likely to be involved in the OCB's Civic Virtue dimension that deals with the participation of an individual in the political system of an organization. All of the above studies show that gender and OCB are significantly related to each other. Most of the studies show that females are more engaged in OCB as compared to males. However, the researcher found those studies as well whose results show that OCB and gender are not related to each other. Like a study was conducted by Podsakoff et al. (2000) and

its results indicate that the demographic variables such as gender of an employee and tenure of an organization are not related to OCB. Likewise, a study was conducted by Odek (2018) in the context of Kenya schools and its findings have shown that the perception of female and male teachers related to OCB does not differ significantly. That is why research wants to conduct the current study in the Pakistani context in order to access and compare the OCB of teachers who serve in public sector universities of Islamabad.

A number of studies have examined expectations for conducting OCB, presenting some proof that OCB is also a sex-stereotyped behavior. Support for dimensional specific ties was mixed though. In a study, Allen and Rush (2001) examined men's and women's ratter expectations for engaging in Organizational Citizenship Behavior. Overall their results showed that women were more expected to perform OCB than men. Allen and Rush (2001) did not discuss qualitative disparities, stating that women, in general, are supposed to engage more in OCB than men would. In accordance with the Kidder and Parks (2001) theorization, Ehrhart and Godfrey (2003) observed in their study that assisting behaviors (OCB-I) were more compatible with the women's scheme of participants, while civic virtue (OCB-O) were more associated with the men's scheme of participants. Moreover, Farrel and Finkelstein (2007) analysed sex differences at the qualitative level and reported that there were higher aspirations for females than for males to practice altruism across three studies. Nevertheless, only one of these three studies presented data to support the idea that males are supposed to participate in activities of civic virtue much more than females would. In two studies, Chiaburuu, Sawyer, Smith, Brown, and Harris (2014) showed that participants perceive greater civic virtue from men workers than from women workers by activating gender stereotypes. Moreover, Chiabru, Harris, and Smih

(2014) focused on perceptions for organizational citizenship behavior's dimension sportsmanship and found no gender gaps in the performance of sportsmanship citizenship behavior.

A lot of focus has recently been put on how gender impacts the various constructs, in the same way the researcher has attempted to understand the role of gender in demonstration of Organizational Citizenship Behavior in this study. Like a study was conducted by Allen and Rush (1998) and claims that there is a chance of implicit discrimination as male and females are examined for assessment on the basis of their OCB that they show at their workplace. As it is a general observation that both male and female exhibit different type of OCB at workplace. Gender affects the perception of the behavior of an individual. If we think about it as a personal trait, so gender determines how employees can see their workplace and even affects their behaviour towards their co-workers. If we think about it as a personal trait, so gender determines how employees can see their workplace and even affects their behaviour towards their colleagues. According to Tabassum (2016) gender also affects the way a person interacts with colleagues who prefer to help, provide opportunities, social support and information. In a study Punia and Shyam (2017) claims that behaviors such as Altruism is central to the perception of female gender norms that implies that females are more socially active and nurturing inherently, so that females are supposed to display more altruism, on the other hand behaviors that are related to male gender norms includes the participation of male employees in different activities of an organization and also concerned about the organization in which they are working, such types of behaviors are common features of a high degree of Sportsmanship and Civic Virtue. Not enough studies from literature concentrate on how OCB is affected by gender and that contributes to a gap in research. The present

research seeks to study whether there is really any difference in OCB based on the employee's gender showing such behaviour at university level.

Moreover, to find a gender base difference with Organizational Citizenship Behavior, several studies were conducted in past years which shows whether there is a difference between OCB and gender or not. Some of the studies are discussed in table 2.3.

Table 2.3

*List of Researches Exploring the Gender-Based Difference*

<b>S no.</b>	<b>Study</b>	<b>Sample</b>	<b>Dimension of OCB</b>	<b>Significant gender difference?</b>
1.	Beauregard (2012)	223 British from the council of local government and a college	OCB composites (compliance/ obedience, Civic Virtue, loyal boosterism, interpersonal helping)	No
2.	Lev and Koslowsky (2012)	153 high school teachers of Israel	Helping behavior	No

- |    |   |   |  |                    |
|----|---|---|--|--------------------|
| 3. | Ang, Van<br>Dyne, and<br>Begley (2003)                                      | 466 technical<br>Chinese<br>employees (213<br>foreign<br>employees, 253<br>local workers) | Helping behavior                               | No                 |
| 4. | Watty<br>Benjamin and<br>Udechukwu<br>(2014)                                | 185 employees of<br>US  | OCB composites                                 | Yes, female < male |
| 5. | Lambert,<br>Hogan, Dial,<br>Alzheimer, and<br>Barton-<br>Bellessa<br>(2012) | 160 employees at<br>a correctional<br>facility in the<br>Midwest                          | OCB composites<br>(compliance and<br>altruism) | No                 |

- |    |               |   |                              |   |
|----|---------------|---|------------------------------|---|
| 6. | Kidder (2002) | 195 alumni<br>engineers from<br>north-eastern<br>university college<br>of engineering;<br>251 Nurses of the<br>Association of<br>Midwest Nurses | Civic virtue and<br>altruism | Yes, CV: male ><br>female<br>Altruism: female ><br>male |
| 7. | Allen (2006)  | 440 employees of<br>US (278 from a<br>professional<br>business<br>association of<br>women; 162<br>employees from<br>utility<br>company)         | OCB-I & OCB-O                | No  |



- |    |                                 |  |   |   |
|----|---------------------------------|--|---|---|
| 8. | Farh, Earley,<br>and Lin (1997) | 206 workers from<br>eight different<br>companies in the<br>electronic<br>industry of<br>Taiwan | Five dimensions of<br>Chinese OCBs<br>(protecting<br>resources of the<br>company,<br>interpersonal<br>harmony,<br>identification with<br>company,<br>conscientiousness<br>and altruism) | No  |
| 9. | Wilkinson<br>(2003)             | 195 workers from<br>multiple<br>companies of US  | OCB-I & OCB-O   | Significant: OCB-I<br><br>Likert type rating:<br>female > male,<br><br>OCB-I common<br><br>metric rating:<br>female > male non-<br>significant: OCB-O<br><br>Likert type rating as<br>well as common<br>metric rating |

- |     |   |  |  |   |
|-----|---|--|--|---|
| 10. | Kacmar,<br>Bachrach,<br>Harris, and<br>Zivnuska<br>(2011) | 288 full-time<br>workers of the<br>state government<br>of US | Task focused OCB<br>& Person focused<br>OCB  | No  |
| 11. | Ryan (2001)   | 116 consulting<br>and accounting<br>firm employees<br>of US  | Sportsmanship,<br>helping behavior<br>and civic virtue                                     | Sportsmanship:<br>male > female<br>Non-significant:<br>civic virtue and<br>helping behaviour  |
| 12. | Cheung and<br>Cheung (2013)                               | 242 full-time<br>school teachers<br>of China                 | OCB-I & OCB-O  | No  |
| 13. | Piercy, Lane,<br>and Cravens<br>(2002)                    | 267 sales<br>managers of<br>British                          | Sportsmanship,<br>helping behavior,<br>courtesy,<br>conscientiousness,<br>and civic virtue | Conscientiousness:<br>female > male civic<br>virtue: male ><br>female<br>Non-significant:<br>sportsmanship,<br>helping behavior<br>and courtesy |

- |   |   |   |  |
|---|---|---|--|
| 14. Zhang (2014)                                | 1110 employees from different jobs and occupations of china   | Courtesy, altruism, conscientiousness, civic virtue and sportsmanship | Civic virtue: female > male, Altruism: female > male<br>Non-significant: sportsmanship, courtesy, and conscientiousness                                    |
| 15. Morin, Morizot, Boudrias, and Madore (2011) | 560 employees from three different service organizations of Canada ) communications company 120, pharmaceutical company 170, insurance company 270) | OCB tasks, OCB supervisor, OCB organization, OCB group, OCB customers | OCB Supervisor: female < male<br>OCB Organization: female < male<br>OCB–Group: female < male<br>OCB–Customers: female < male<br>Non-significant: OCB tasks |

- |     |   |   |  |  |
|-----|---|---|--|--|
| 16. | Carter,<br>Mossholder,<br>Feild, and<br>Armenakis<br>(2014) | 230 pairs of<br>subordinates and<br>supervisors of US<br>working in<br>different<br>companies | OCB composites (<br>civic virtue,<br>altruism, courtesy,<br>sportsmanship, and<br>conscientiousness) | No   |
| 17. | Lin (2008)  | 314 college<br>students who<br>were enrolled in<br>the evening<br>session of<br>Taiwan        | Conscientiousness,<br>sportsmanship,<br>altruism, civic<br>virtue and courtesy                       | Sportsmanship:<br>female < male<br><br>Altruism: male <<br>female<br><br>Non-significant:<br>courtesy,<br>conscientiousness,<br>and civic virtue |
| 18. | Schusterschitz,<br>Stummer, and<br>Geser (2012)             | 132 Austrians<br>taking part in the<br>professional<br>development<br>course                  | Sportsmanship,<br>loyalty,<br>conscientiousness,<br>civic virtue and<br>altruism                     | Loyalty: male <<br>female<br><br>Non-significant:<br>sportsmanship,<br>conscientiousness,<br>civic virtue and<br>altruism                        |

- |     |  |  |   |    |
|-----|--|--|---|----|
| 19. | Diefendorff, Brown, Kamin, and Lord (2002) | US 130 college employed students   | Courtesy, altruism, conscientiousness, civic virtue and sportsmanship | No |
| 20. | Aquino and Bommer (2003)                   | US 418 manufacturers from the five different places                                  | OCB composites (sportsmanship, courtesy, and altruism)                | No |
| 21. | Loi and Ngo (2009)                         | 256 Chinese pairs of subordinates and supervisors in a foreign investment enterprise | OCB-I & OCB-O   | No |
| 22. | Cropanzano, Rupp, and Byrne (2003)         | 150 US supervisors and 204 subordinates working in a big hospital                    | OCB-S ( towards a supervisor) & OCB-I                                 | No |

23. Cropanzano, and Byrne (2000)	232 US pairs of subordinates and supervisors working in different industries	OCB-S ( towards a supervisor) & OCB- I	OCB-O: male < female Non-significant: OCB-S
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In the above table 2.3 different studies are mentioned which shows a gender-based difference with OCB. All of the studies mentioned in the above table were conducted in different fields across the worlds and their results are also different from one another. It can be seen that some studies shows that there is a significant difference between OCB and gender. The researcher also found those studies as well which shows no significant difference at all between OCB and gender that are discussed in the above table. Therefore, the researchers conducted the current study to find out a difference between gender and Organizational Citizenship Behavior (OCB) of university teachers serving in public universities of Islamabad.

## **2.8 Importance of OCB**

The importance of OCB in any organization cannot be denied, whether it is educational or non-educational organization. Every organization needs its employees to go much further than their usual task that is not part of their official duties, in order to enhance the effectiveness and productivity of an organization. As Allen and Rush (1998) discussed in their study that OCB is extended with people and time because it leads to achieving the organizational goals and enhances the performance of organizations. Likewise, in a study Poncheri (2006) claims that OCB refers specifically to behaviors that have an impact on the organization or its employees positively. Empirical studies have demonstrated that Organizational Citizenship

Behavior (OCB) support organizations in numerous ways, including satisfaction of customers, quantity and quality of the product or service, complaints of customers, profits and sales performance, etc (Podsakoff, Whiting, Podsakoff & Blume, 2009; Koys, 2001). A study was conducted by Organ, Podsakoff, and MacKenzie (2005) and they have defined in their study several ways through which OCB can influence the performance of an organization. Firstly, Organizational Citizenship Behavior can improve the productivity of both co-workers and managers. OCB also can make more productive use of resources and decrease the need for limited resources to be devoted solely to maintenance-related services. In addition to this, Organizational Citizenship Behavior can serve as a means by which coordinating interactions between team members and working groups can be successful. OCB can also improve the ability of the organization to retain and attract the best and talented persons by providing and making it a more comfortable and attractive place for them to operate. Additionally, through decreasing variability, OCBs can improve the stability of the performance of an organization. Furthermore, the Organizational Citizenship Behavior of an employee can also increase the ability of an organization by adopting the changes in the environment. Finally, by developing social capital, OCBs can enhance the effectiveness of an organization.

Furthermore, Katz (1964) claimed that an organization that relies solely on its defined conduct plans is therefore a very unstable social system. However, according to Borman (2004), OCB may improve the productivity of supervisors or co-workers, helps in coordinating the different activities, enhance the organizational performance stability, and assist the organization in retaining and attracting the employees. So it is concluded that employees who make a significant contribution to the functioning of an organization by getting involved in the OCB are essential for the effectiveness and

survival of any organization, for example, helping those employees who are new in organization or co-workers with a high working burden, participate actively and voluntarily in the meeting of the organization, concentrate on self-development and being versatile with activities that can be carried out, without complaining regarding smaller problems that are faced within the workplace by an employee.

There are various reasons why Organizational Citizenship Behavior may be deemed important. Initially, according to Smith et al., (1983), OCB is important because it lubricates the organization's social machinery. It provides a versatility that goes well beyond the description of the job and also provides guidance regarding work behavior that may occur periodically in compliance with the specifications of a job or its surroundings. Not simply because OCB is not part of a description of a job, OCB is not enforceable by the laws of the company; they are difficult to measure since OCB may improve the performance of an employee or even of the entire organization. Therefore, OCB is important for the organization's long term success although it is not a part of the metrics of job performance.

Secondly, Organ (1988) has claimed that OCB's improve the effectiveness of an organization and it is considered over a period of time and over a number of employees. There are several different reasons why OCB could improve the effectiveness of an organization. For example, OCB can boost the productivity for co-workers and managers, free up resources for more efficient usage, conserve resources for solely maintenance, promote teamwork between workgroups, attract the best members of the group, and enhance the quality of performance of the organization to respond to the climate in an effective way.

Thirdly, Bateman, and Organ (1983), claim logically in their study that the reasons for giving in to OCB frequently vary from the explanations for in-



role behaviors. In other terms, OCB's motivation differs greatly from that of the usual working behaviors.

As earlier in the literature, it was discussed that there is a positive relationship between OCB with the effectiveness of an organization. As Nemeth and Staw (1989) state that OCB plays an important role in enhancing the performance of an organization as well as a competitive advantage. According to Katz and Kahn (1966), those employees who perform more than formal requirements of their job are crucial reasons for the performance of an organization. The related literature describes the OCB as an essential work-related behavior that is beneficial for both effectiveness of an organization as a whole and an essential component of workplace environment (Podsakoff et al., 2000) and plays a constructive function in increasing the performance of an organization (Organ, 1997).

OCB is a significant phenotype for the organizations, as it improves the effectiveness of an individual and an organization overall (Borman & Motowidlo, 1993; Van Scotter & Motowidlo, 1996). OCB is very essential in the workplace because it encompasses all constructive (not formally enforceable) workplace practices promoting the operational and social aspects of an organization and thereby enhances the effectiveness of an organization (Organ & Rayan, 1995; Smith et al., 1983). Moreover, Organ (1977); Podsakoff et al., (2000) suggests in their study that a thorough and consistent conceptualization of OCB needs to be established, considering its significant function in the social system and workplace setting of an organization. All the above studies show the importance of OCB in an organization. Those studies indicate that there is a significant relationship of OCB with the effectiveness of an organization. Moreover, those employees who show OCB at the

workplace are the main reason for the success as well as the performance of an organization.

## **2.9 Overloaded OCB Drawbacks**

Studies have found that overloaded OCB levels had a detrimental impact on the employee's performance as well as an organization's performance as a whole. As Bolino and Turnley (2003) said that overwhelmed OCB has a negative influence because an employee devotes more attention to OCB than the formal job requirements that reduce the productivity of employees. According to Bolino and Turnley (2003) employees find it easy to demonstrate OCB at the workplace that cannot replace traditional work behavior, as most workers perceive citizenship behaviors more readily as compared to in-role work behaviors. Thus Becton, Giles, and Schraeder (2008) suggested in their study that management should assign citizenship behavior and in-role work behaviors on equal weight in the assessment.

Throughout all the studies examined, the researcher believed that there may be a need of working climate where workers clearly understood about the weight of OCB, as well as managers, need to explain and convey to employees the importance as well as an appropriate level of Organizational Citizenship Behavior for the effectiveness as well as the success of an organization. Researcher has followed Organ (1988) five factor model of OCB. This model includes five dimensions of OCB that are Altruism, Conscientiousness, Sportsmanship, Courtesy and Civic Virtue. These dimensions are important for success and effectiveness of any organization. Within the above-mentioned conceptual framework, gender based difference was assessed on the basis of five dimensions of OCB among public sector university teachers of Islamabad.

## **2.10 Low OCB Drawbacks**

Studies indicate that the low level of OCB had a negative impact on the level of motivation and propensity to go beyond the formal job requirements. According to Ladebo (2005), the low level of OCB generates high turnover as well as it may also lead to employees frequently refuse to perform their formal work duties. Likewise, in a study, LePine et al., (2002) show a strong positive relationship between organizational commitment and OCB with the performance of an organization. They also endorse the earlier finding which shows that low Organizational Citizenship Behavior may decrease the performance of individuals as well as the performance of an organization. Therefore, the researcher concludes that those workers who follow the OCB perform more than the standard job criteria and work standard.

## **2.11 Organization Citizenship Behavior Related Concepts**

In related literature, the researcher found different related concepts of OCB which are used on a large scale in an organizational context as well as to improve organizational wellbeing. Some of the concepts like Contextual Performance, Social Exchange Theory, Prosocial Organizational Behavior, and Organizational Spontaneity are discussed below.

### **2.11.1 Contextual Performance**

In a study, Borman and Motowidlo (1993) differentiate between contextual performance and task performance by describing task performance as tasks that are officially recognized as a part of the duty and those activities that relate to the technical core of the organization by either explicitly executing a part of its technology mechanism, or indirectly supplying the required services or materials. Moreover, Borman and Motowidlo (1993) also claim that alone task performance was not sufficient for an organization's effective functioning. Rather, the contextual

performance was also necessary, which is extra technical components of behavior, which contribute towards organizational effectiveness by influencing the social and psychological context, which in return promotes the processes as well as task activities (Coleman & Borman, 2000).

As shown by Borman and Motowidlo (1993), task performance and contextual performance (CP) are varying from each other for the three main reasons. Firstly, task performance relies on the job thus differ accordingly. Contextual performance, therefore, shows consistency across jobs. Secondly, when compared with contextual performance, task activities are more roles prescribed and task activities are thereby used in performance evaluation forms. Thirdly, these two concepts are varying from each other due to their antecedents. Although the contextual performance antecedents are more related to dispositional variables, and the task performance antecedents involve cognitive ability. Motowidlo and Van Scoter (1994) presented proof of the need to separate contextual performance from support task performance, and both contribute independently to overall organizational performance. Examples related to contextual activities include voluntary behavior of an individual to carry out those tasks that are not part of his/her formal contract, also include cooperating and helping other employees to accomplish the task.

The definition of Contextual performance (CP) that was given by Borman and Motowidlo (1993) combined together many concepts in it. Borman and Motowidlo (1993) got the benefit from Organ's (1988) courtesy and sportsmanship dimensions, Brief and Motowidlo's (1986) (POB) Prosocial organizational behavior, and Organ and Smith's (1983) OCB while describing the contextual performance. Additionally, Borman and Motowidlo (1993) used the Borman, Motowidlo, Rose, and Hanse's (1985) model of soldier effectiveness. This model describes the performance

structures that are applicable to first tour soldiers that play an important role in the effectiveness of the unit. Borman and Motowidlo (1993) tried to summarize all the above concepts in five dimensions of contextual performance which are continuing with extra efforts and enthusiasm as required to successfully complete their own task activities, volunteer to carry out those tasks that are not part of their formal job duties, assist and cooperate with other employees, compliance with procedures and rules of an organization, as well as defending, endorsing and supporting objectives of an organization (Borman & Motowidlo, 1997).

Van Scoter and Motowidlo (1996) tried to improve the contextual performance construct that was described by (Borman & Motowidlo, 1993). The concept was divided into two subcategories, namely job dedication and interpersonal facilitation. Interpersonal facilitation leads to helpful, considerate, and cooperative behaviors that support the performance of co-workers and are carried out to achieve the goals of an organization. On the other hand, job dedication includes behaviors of self-disciplined, motivated behaviors like hard work, take such initiative for solving a problem that is faced at the workplace, and enforcing the rules to achieve the objectives of an organization.

While Organ (1997) recognizes the convergence of OCB's and contextual performance's dimensions, Organ, Podsakoff, and Mackenzie (2005) emphasize that the contextual performance's definition is vague. What the term "support the psychological and social environment" means is not obvious and it may lead to difficulties when learning with other cultures superior to the US. For example, Chinese managers give importance to workplace harmony that promotes the social environment, but that behavior does not always lead to the effectiveness of an organization. Thus, while Organ (1997) updated the meaning of Organizational

Citizenship Behavior according to the contextual performance by not relating to extra-role behaviors and the system of rewards, he still points out that the term and the concept (i.e. contextual performance) does not embrace clearly what is meant by Organizational citizenship behavior.

### **2.11.2 Social Exchange Theory**

The theory of social exchange (SET) was used to describe the procedures and phenomena within the organization, including Organizational Citizenship Behavior as well (Tsui & Wu, 2005). Such as, social exchange theory is used in the previous researches to explain the organization and employee relationship (Van Dyne & Ang, 1998). Employers who use the approach of social exchange seek a relationship of long term with the staff of the organization and also express their concern about the professional growth and well-being of the employees and expect a mutual interest and commitment. According to Cho and Johanson (2008), in the social exchange context, employees of any organization would be much more likely to participate in OCBs, if they are treated with respect. Researchers have also discovered that the managers and leaders of the organization can lead to the citizenship behavior of an employee, as a relationship of social exchange is established between them (Organ, 1988). According to the theory of social exchange, that there is a pressure for those people who receive a lot from others to give back much to them (Homans, 1958). And that giving back happens generally in the OCBs several forms, as it would not be considered as reciprocation if such behaviors were needed. That leads to the organizational employees to perform OCB to the various targets such as customers, co-workers, and organization.

Theory of social exchange explained by the Tsui, Pearce, Porter, and Tripoli (1997) that when employees of an organization adopt a social exchange approach, they perform better and show their commitment more towards the organization as

compared to that time when employees just expect and wait for the financial incentives for their activities. According to Cho and Johanson (2008), if employees of the organization feel an increase in the commitment to themselves of their employer, they are likely to become more committed and involved in the organization in which they are working. “Social Exchange Theory” has one of the finest frameworks in order to explain the OCB of and organizational employee (Organ, 1990). Reinforcing compensation is the basic concept of social exchange. When a party (employer) grants another party (employee) with a particular benefit employee feels that he or she must compensate.

### **2.11.3 Organizational Spontaneity**

Organizational spontaneity (OS) was derived by George and Brief (1992) from the work of Katz (1964). They defined OS as those extra-role behaviors which are voluntarily performed and that contributes to the organizational effectiveness. The term spontaneity is not used by them as impulsive acts, but as voluntary behaviors that promote the effectiveness of an organization. Five different forms of organizational Spontaneity have been described which are protecting the organization, helping co-workers, spreading goodwill, developing oneself, and making constructive suggestions.

Ozturk (2010) describes the examples of five forms of OS in the study. Firstly, examples of helping behaviors include sharing supplies, drawing attention to the possible error, and supporting a colleague who has a high workload that is spontaneous and serious issues arise in their absence. Secondly, the organization’s protection involves activities such as to save or protect the lives of workers and the organization’s property in situations of emergencies like disasters that are natural. Thirdly, all acts of voluntary innovation and creativity were defined as making

constructive suggestions. Fourthly, developing oneself involves such activities that are voluntary such as the improvement of abilities, skills, knowledge which in turn will help the employee to be better in his/her job and give as well as contribute more towards the organization. Fifthly, spreading goodwill has been characterized as those contributions that are voluntary towards the effectiveness of an organization through portraying one's organization as promoting or portraying its goods and services as high quality.

Organizational Spontaneity (OS) has those dimensions which are relevant to Organ's (1988) OCB, Borman and Motowidlo's (1997) contextual performance, and Brief and Mottowidlo's (1986) Prosocial organizational behavior. While certain overlaps occur between these constructs, all of them are not the same (George & Jones, 1997; George & Brief, 1992). Organizational spontaneity is linked to but different from organizational citizenship behavior in terms of an officially recognized system of rewards of an organization. As Moorman and Balkely (1995) describe in their study that organizational spontaneity is recognized by the organizational formal system of rewards, while the organizational citizenship behavior is not directly recognized by the organizational formal reward system.

#### **2.11.4 Prosocial Organizational Behavior**

Prosocial Organizational Behavior (POB) and its types are interesting topics for researchers of different fields that it has been studied over decades by many researchers. In many different ways, Prosocial Behavior may be characterized based on various consequences as well as the effectiveness of an organization. In general, POB is the act that benefits the individual or an organization itself. According to Penner, Dovidio, Piliavin, and Schroeder (2005), Prosocial behavior reflects a variety of behaviors that contribute to the people's well-being and to maintain social



integrity. POB was characterized by Brief and Motowidlo (1986) after inspired by the work of Katz (1964). Prosocial Behavior is much more systematic as compared to spontaneous and innovative behaviors (Brief & Motowidlo, 1986). They defined POB as such behaviors that are conducted by an organization's member, directed to an individual, group of people, or an organization with which he/she communicates while fulfilling his/her role, and it is performed with the aim of supporting the individual's welfare as well as supporting the groups and organization's welfare which is directed towards (Brief & Motowidlo, 1986). Based on three distinctions, they defined 13 types of Prosocial Organizational Behaviors (POBs). POBs vary in terms of if they are functional or non-functional, whether they are prescribed or not as part of the organizational role of an individual, and are directed towards an individual or target of an organization. The main difference in Prosocial Organizational Behavior and Organizational Citizenship Behavior is that not all POBs are functional organizationally and promotes the organization's effectiveness (Ozturk, 2010). Moreover, (Ozturk, 2010) explains it by giving some examples such as talking about the organization positively is functional because it allows an organization to achieve its goals and help to survive. Nevertheless, it is dysfunctional to assist a co-worker in pursuing personal goals that are not aligned with the objectives of an organization given its prosocial behavior aspect. Furthermore, prosocial behaviors can also be an extra role or role prescribed. While those prosocial behaviors that are prescribed are usually functional, on the other hand, extra role prosocial behaviors are not functional always. Moreover, Organ, Podsakoff, and Mackenzie (2006) criticized in their study that Prosocial Organizational Behavior encompasses multiple behaviors and does not limit it to specific or direct organizationally relevant behaviors.

## **2.12 Gap Identification and Summary of Literature Review**

In conclusion, it is obvious from the literature review that gender based comparison of university teachers' Organisational Citizenship Behavior (OCB) definitely requires attention from the researchers. As literature shows that OCB play a vital role in effectiveness and success of an organization and also helps to compete with other organizations. Researcher also found some studies that shows gender based difference related to OCB, but those studies were conducted at international level. Some of studies show that male employees display more OCB as compare to female, results of some studies were different from that and their results indicates that female employees demonstrate more OCB than males. Researcher also found such studies as well that shows no significant difference between male and employees related to OCB. Moreover, some researches were also conducted in Pakistan as well that shows the relationship of OCB with other variables such as job satisfaction etc. Due to the limited knowledge, researcher did not found gender based study related to OCB in Pakistani context. That is why researcher want to conduct the current study in Pakistani context to compare the OCB among university teachers on the basis of gender and to find out that whether male teachers display more OCB or female teachers. Because every single employee in an organization play a very important role and affect the effectiveness of an organization directly or indirectly.

## CHAPTRT 3

### RESEARCH METHODOLOGY

This chapter describes the way the study is carried out. This chapter presents the methodology of the study where the progress of research carried out is discussed in detail in the following section. It includes the research design, procedure of data collection, the design of samples (the population researcher aimed for, the use of sampling techniques), the instrument of research, and lastly and analysis of the data.

#### 3.1 Research Design

As the purpose of the current study was to compare the Organizational Citizenship Behavior among male and female teachers so that the variable such as gender was considered for comparison purpose. Moreover, in this study researcher compared the teacher's OCB of public sector universities of Islamabad only because of the time limitation and COVID-19. Furthermore, for analysing the research data researcher used both descriptive and inferential statistics. For research objective 1, descriptive statistics has been used and for 2<sup>nd</sup> research objective, inferential statistics has been used by the researcher. A research design is a core plan which guides in the phases of the research like in the phase of data collection and analysis process. This provides the structure to define the type of data to be collected and its origins and method of collection. The use of the right research design allows researchers to accomplish the goals of the study. This paves a way to help the researcher accomplish the necessary goals. The research design includes descriptions of the study concerning its settings, type, unit of analysis, and time horizon. Because of the study's target, for the current study researcher used the quantitative research approach because it helps

the researcher to cover a large number of data and enable her to generalize the results to a large population.

### **3.2 Population**

The researcher was interested to compare teacher's OCB based on gender (male and female) among the public universities of Islamabad. That is why for this study, male and female public university teachers of Islamabad were the population of the study. As the target population of the research study, researcher selected the teachers from public universities of Islamabad. Moreover, population was included both male and female university faculty members. According to latest updates of year 2019 on universities websites, the total number of teachers are N= 1366 among those Male N=768 (56%) and Females N= 598 (44%). According to Higher Education Commission Islamabad (HEC), the total numbers of public sector universities in Islamabad are 16 see (Appendix I) from which 12 are offering courses of social sciences and management sciences.

Firstly, researcher got the list of public universities located in Islamabad from the website of HEC. Secondly, researcher visited the websites of those public universities and found that which university is offering the disciplines of faculty of social sciences and faculty of management sciences. Researcher also got the exact number of male and female teachers from each university's website see (Appendix J).

Table 3.1

*Total Number of Male and Female Teachers in Public Universities of Islamabad*

<b>Sr. No.</b>	<b>Gender</b>	<b>No. of Teachers</b>
1	Male	768
2	Female	598
Total		1366

The above table 3.1 shows that the total numbers of teachers in public universities of Islamabad were 1366. The number of male teachers was 768 and female teachers were 598.

### **3.3 Sample and Sampling Technique**

The entire population of the current study i.e. all the male and female teachers in all public universities of Islamabad was quite large and widely distributed that is why it was difficult for the researcher to study all of the population. The solution of this problem was sampling. As studying the populations from Islamabad had challenges of high total number of participants so it was decided to use the sampling procedure. According to McMillan (1996), in the case of quantitative analysis, the purpose of the sampling is to collect, or to provide, specific information, from a group of subjects who represent a larger individual's group. Two groups were involved in the present study. One was male teachers and second was female teachers. Population of the current study was based on these two groups. Male teachers were more in numbers as compared to female teachers. Therefore, researcher used the stratified proportionate sampling technique for this research study to ensure adequate distribution of population elements throughout the sample. The sample was consisted

of two strata, male and female teachers. Following are the specifics regarding sampling procedure:

**Step 1:** The population of this research, that all male and female teachers of public sector universities of Islamabad, Pakistan, was defined first and foremost.

**Step 2:** Two strata of male and female were derived for the current study on the basis of gender.

**Step 3:** The desired sample size for the current study was  $n= 693$  of  $1366$  that is  $51\%$  of the population. Moreover, return response rate was consisted of  $302$  of the total distributed questionnaires.

**Step 4:** For collecting the data from each stratum of female and male teachers of public sector universities of Islamabad, the researcher applied the stratified proportionate sampling and got the desired sample of male  $n=430$  ( $56\%$ ) and female  $n=263$  ( $44\%$ ).

Table 3.2

*Sample of the Study*

<b>Group</b>	<b>N (Population)</b>	<b>n (Desired Sample)</b>	<b>n (Rate of Return)</b>
Male	768/1366	430/768	170/768
	56%	56%	22%
Female	598/1366	263/598	132/598
	44%	44%	22%

### **3.4 Instrument**

For measuring the opinion of respondents in the research, a survey method is considered the most suitable, because researchers can collect data from a large population. According to Burns (2000), there are two main advantages of the survey. First, it allows participants to respond questions at their speed, and thus it helps to ensure the response's accuracy. Second, the survey method employs the same set of questions designed for each respondent in precisely the same manner that eliminates the bias induced by the delivery language, emphasis, and interviewer style.

For the current research study, researcher adapted the inventory of OCB of Podsakoff and Mackenzie (1989) that was developed to measure the five OCB's dimensions as Sportsmanship, Altruism, Courtesy and Civic Virtue, Conscientiousness. This tool was consisted of 20 items but researchers added further 24 items in it to check the validity and reliability of the tool in Pakistan especially in educational context. Tool of the current study was consisted of two parts; it was decided to split the questionnaires into two parts to prevent any ambiguity and misunderstanding. First part of the tool was demographic section in which researcher took the information regarding participants' demographic information such as their gender and university name). The second part was consisted of 44 items from which 12 were reverse items coded that are coded as (A3\_R, A5\_R, A9\_R, C1\_R, C4\_R, S2\_R, S4\_R, S7\_R, Co2\_R, Co5\_R, CV2\_R and CV4\_R) which were used to evaluate each dimension of OCB by using a Likert scale with five response options ranging from, 1 = Strongly Disagree to 5 = Strongly Agree. Guidelines were provided at the beginning of each section, and the researcher also ensured the respondents about their anonymity and privacy. Furthermore, researcher had emailed the concerned person to grant the permission for using the research tool, but no response

was received from the concerned person, so researcher emailed to that person who used that tool in a study and granted the permission to use that tool in current study. According to Burns (2000), there are two main advantages of the survey. Firstly, it encourages the participants to answer the questions themselves at their speed and thus leads to the consistency of the answers. Secondly, in the survey method researcher uses the same set of questions as well as phrases all questions in precisely the same manner for each participant which also removes bias which may be induced by the interviewer's style, emphasis, and delivery wording. The survey method as a thumb rule is a method to gather quantitative data in a prescribed and pre-specified format to promote the analysis and processing of the data. According to Kerlinger and Lee (2000), the researcher collects the data from the sample and formed an opinion about the overall population. While the sample must be choosing according to the scientific research methodology. So that in the current study researcher used the survey method because she has to collect data from a large population. An adapted questionnaire of Organizational Citizenship Behavior was used by the researcher to collect the data from the male and female teachers of public universities of Islamabad.

As in this research, the researcher used a questionnaire as a tool that was in English language and English is not Pakistan's national language so it may be a problem. In order to find a solution of that problem, the researcher turned to literature. According to Raja and Johns (2010), scales in English language in Pakistan can be used securely particularly when the population is part of the higher educational sector. The medium of instructions at all Pakistani higher education institutions is English, and all academic staff must teach in the English language. Thus, the researcher decided to use the questionnaire without translating it. Other studies like Butt, Choi



and Jaeger (2005); Butt & Choi (2006) which were conducted in Pakistan supported this decision in which they used scale in English without translation.

### 3.4.1 Demographic Information

First part of questionnaire was consisted of demographic information which was used by the researcher to collect the demographic information of public sector university teachers who participated in this study. Three definitions of demographic variables are discussed below. This information provided basic information about the respondent's background.

**Gender:** it refers to the participant's sex of the study. Researcher asked the participants to check one: 1. Male 2. Female.

**University name:** it refers to the name of the university in which the participant is currently serving as a teacher.

Table 3.3

*List of Questionnaire Items (Initial Version) of Organizational Citizenship Behavior (OCB)*

Scale	Dimensions	Items	No of Items
Organizational	Altruism	A1 - A9	9
Citizenship Behavior	Courtesy	C1 - C10	10
	Sportsmanship	S1 – S9	9
	Conscientiousness	Co1 – Co8	8
	Civic Virtue	CV1 – CV8	8
			44

Above table 3.3 shows the initial version of OCB questionnaire. It was basically based on the five dimensions of OCB that were Altruism, Courtesy,

Sportsmanship, Conscientiousness and Civic Virtue consisted of 9, 10,9,8,8 items respectively, and from 44 items 12 items were reversed items.

### 3.4.2 Validity

For checking the validity of the tool, researcher consulted five experts from educational field of different public universities. Firstly, the researcher formed a document in which cover letter of the questionnaire, letter of request for validity, objectives of the study, theoretical framework, questionnaire, and certificate of validity were attached. After that, the researcher personally visited those experts from the educational field of public universities for the validation of the tool. On the basis of expert's feedback, some changes were made but no item was deleted. The tool was improved after the valuable suggestions of experts. The suggestions that were given by the experts are discussed in the below table 3.3.

Table 3.4

#### *Suggestions of the Experts*

<b>S#</b>	<b>Name of experts</b>	<b>Suggestions</b>
1.	Dr. Zarina Akhtar	<ol style="list-style-type: none"> <li>1. Grammatical mistakes</li> <li>2. Use the term "university" instead of "organization".</li> </ol>
2.	Dr. Qurat ulain Hina	<ol style="list-style-type: none"> <li>1. Ask reverse items indirectly</li> <li>2. Add codes in the demographic information</li> <li>3. Restate some items</li> </ol>
3.	Dr. Fouzia Ajmal	Grammatical mistakes

The above table 3.4 shows the suggestions that were given by the educational experts of different public universities. The feedback and comments that the researcher got from the experts, most of them were related to the wording of the items

of the questionnaire. After considering those suggestions, the tool was improved and was ready for pilot testing.

### **3.4.3 Pilot Testing**

A pilot trial was conducted by the researcher to check the reliability of the tool. The questionnaire was distributed among 30 teachers of one university from which 15 were male teachers and 15 were female teachers which were excluded from the final sample. The data that was collected through pilot testing was analysed by using the SPSS 21.0.

### **3.4.4 Reliability of the Tool**

After pilot testing, the data that was collected through pilot testing was analysed in SPSS 21.0 in order to obtain the results and presented in the form of tables in order to assess the questionnaire's strength as well as to improve the items for the final version of the questionnaire. All items are coded in the questionnaire that was used for the current study. The weight of each item was allocated. All items were coded using the actual number encircled by the participants except for those items which were reversed in nature. Reverse items were reversely coded as the (5) Strongly Disagree, (4) Disagree, (3) Neutral, (2) Agree and (1) Strongly Agree. For example, if the participant marked on (2) Agree then data entered was (4) Disagree and so on. For this purpose, Item-total Correlation, Cronbach Alpha and Inter-section Correlation were calculated by the researcher.

Table 3.5

*Cronbach Alpha Reliability of Organizational Citizenship Behavior (OCB) Scale  
Pilot Testing (No of Teachers = 30, Male = 15 and Female = 15)*

<b>Scale</b>	<b>Major Dimensions</b>	<b>Items</b>	<b>Cronbach Alpha Reliability</b>
Organizational Citizenship Behavior		44	.675
	Altruism	9	.768
	Courtesy	10	-.055
	Sportsmanship	9	.486
	Conscientiousness	8	.534
	Civic Virtue	8	.588

The above table 3.5 shows the reliability of the “Organizational Citizenship Behavior (OCB)” scale. Overall Cronbach Alpha value was .675 when all items of five dimensions were combined to measure OCB. While the major dimension’s reliability of “Altruism” “Courtesy” “Sportsmanship” “Conscientiousness” and “Civic Virtue” were .768, -.055, .486, .534 and .588 respectively.

Table 3.6

*Item-Total Correlation of Organizational Citizenship Behavior (OCB) Scale Pilot Testing (No of Teachers= 30)*

<b>Codes of Items</b>	<b>R</b>	<b>Codes of Items</b>	<b>R</b>	<b>Codes of Items</b>	<b>R</b>
<b>A1</b>	<b>.280</b>	<b>S1.</b>	<b>.339**</b>	<b>CV3.</b>	<b>.391**</b>
<b>A2.</b>	<b>.221</b>	<b>S2_R.</b>	<b>.214</b>	<b>CV4_R.</b>	<b>.383**</b>
<b>A3_R.</b>	<b>.424**</b>	<b>S3.</b>	<b>.122</b>	<b>CV5.</b>	<b>.368**</b>
<b>A4.</b>	<b>.081</b>	<b>S4_R.</b>	<b>.545**</b>	<b>CV6.</b>	<b>.525**</b>
<b>A5_R.</b>	<b>.696**</b>	<b>S5.</b>	<b>.327**</b>	<b>CV7.</b>	<b>.549**</b>
<b>A6.</b>	<b>.224</b>	<b>S6.</b>	<b>.464**</b>	<b>CV8.</b>	<b>.348**</b>
<b>A7.</b>	<b>.125</b>	<b>S7_R.</b>	<b>.371**</b>		
<b>A8.</b>	<b>.336**</b>	<b>S8.</b>	<b>.193</b>		
<b>A9_R.</b>	<b>.478**</b>	<b>S9.</b>	<b>.167</b>		
<b>C1_R.</b>	<b>.346**</b>	<b>Co1.</b>	<b>.223</b>		
<b>C2.</b>	<b>.235</b>	<b>Co2_R.</b>	<b>.341**</b>		
<b>C3.</b>	<b>.609**</b>	<b>Co3.</b>	<b>.114</b>		
<b>C4_R.</b>	<b>.326**</b>	<b>Co4.</b>	<b>.124</b>		
<b>C5.</b>	<b>.243</b>	<b>Co5_R.</b>	<b>.389**</b>		
<b>C6.</b>	<b>.409**</b>	<b>Co6.</b>	<b>.399**</b>		
<b>C7.</b>	<b>.384**</b>	<b>Co7.</b>	<b>.324**</b>		
<b>C8.</b>	<b>.337**</b>	<b>Co8.</b>	<b>.506**</b>		
<b>C9.</b>	<b>.335**</b>	<b>CV1.</b>	<b>.524**</b>		
<b>C10.</b>	<b>.459**</b>	<b>CV2_R.</b>	<b>.676**</b>		

The above table 3.6 shows the Item-total Correlation of Organizational Citizenship Behavior (OCB) scale. The highest item-total correlation was of item No. A5\_R (.696) and the lowest item-total Correlation was of the item no. A4 (.081).

Table 3.7

*Intersection Correlation of Organizational Citizenship Behavior (OCB) Scale Pilot Testing (No of Teachers = 30)*

	<b>Altruism</b>	<b>Courtesy</b>	<b>Sportsmanship</b>	<b>Conscientiousness</b>	<b>Civic Virtue</b>	<b>OCB</b>
<b>Altruism</b>	1					
<b>Courtesy</b>	-.067	1				
<b>Sportsmanship</b>	.351*	.289	1			
<b>Conscientiousness</b>	.409*	.182	.348*	1		
<b>Civic Virtue</b>	.409*	.636**	.582**	.579**	1	
<b>OCB</b>	.547**	.694**	.683**	.643**	.911**	1

\*\* Correlation is significant at the 0.01 level (2-tailed).

The above table 3.7 displays the Intersection Correlation of Organizational Citizenship Behavior (OCB) Scale. The highest intersection correlation was found between Civic Virtue and Organizational Citizenship Behavior (OCB) scale (0.911\*\*) while the lowest Intersection Correlation was found between Courtesy and Altruism (-.067).

### 3.4.5 Final version of Questionnaire

The table 3.6 titled as (Item total correlation of Organizational Citizenship Behavior (OCB) Scale Pilot Testing N=30) shows that 14 out of 44 items were having level of correlation less than .30. These items were A1 (.280), A2 (.221), A4 (.081), A6 (.224), A7 (.125), C2 (.235), C5 (.243), S2\_R (.214), S3 (.122), S8 (.193), S9 (.167), Co1 .223), Co3 (.114) and Co4 (.124).

In order to improve the tool reliability, ten items out of these 14 were dropped from the questionnaire while item no. C6, C7, C8, S4, S5\_R, Co4, Co5, Co6 and CV4

were improved for the final version of the questionnaire. Moreover, after dropping the ten items from the questionnaire, the reliability was improved from .675 to .870.

Table 3.8

*List of Questionnaire Items (Final Version) of Organizational Citizenship Behavior (OCB) Scale*

<b>Scale</b>	<b>Dimensions</b>	<b>Items Coding</b>	<b>No of Items</b>
Organizational Citizenship Behavior	Altruism	A1 – A7	7
	Courtesy	C1 – C7	7
	Sportsmanship	S1 – S6	6
	Conscientiousness	Co1 – Co6	6
	Civic Virtue	CV1 – CV8	8
			34

The above table 3.8 shows the items details that were included in the final version of the questionnaire. There was total 34 items from which 11 reversed coded items were included in the scale. These items were A3\_R, A5\_R, A9\_R, C1\_R, C4\_R, S4\_R, S7\_R, Co2\_R, Co5\_R, CV2\_R and CV4\_R.

Table 3.9

*Cronbach Alpha Reliability of Organizational Citizenship Behavior Scale (OCBS)**(N= 302)*

<b>Scale</b>	<b>Major Dimensions</b>	<b>Items</b>	<b>Cronbach Alpha Reliability</b>
Organizational Citizenship Behavior		34	0.870
	Altruism	7	0.614
	Courtesy	7	0.522
	Sportsmanship	6	0.555
	Conscientiousness	6	0.721
	Civic Virtue	8	0.698

The above table 3.9 shows the overall Cronbach Alpha reliability of Organizational Citizenship Behavior scale that was 0.870. The tool was further consisted of five major dimensions (Conscientiousness, Altruism, Sportsmanship Courtesy, and Civic Virtue). The Cronbach Alpha reliability of Altruism was 0.614, Courtesy 0.522, Sportsmanship 0.555, Conscientiousness 0.721 and the Cronbach Alpha reliability of Civic Virtue was 0.698. The reliability of overall tool and reliability of these five dimensions was found very well.



Table 3.10

*Item-Total Correlation of Organizational Citizenship Behavior Scale (OCBS)**(N=302)*

<b>Items Codes</b>	<b>R</b>	<b>Items Codes</b>	<b>R</b>
<b>A1</b>	.371**	<b>S7_R.</b>	.427**
<b>A2</b>	.330**	<b>S8.</b>	.385**
<b>A3_R.</b>	.285**	<b>S9.</b>	.449**
<b>A5_R.</b>	.425**	<b>Co1.</b>	.343**
<b>A6.</b>	.434**	<b>Co2_R.</b>	.497**
<b>A8.</b>	.468**	<b>Co5_R.</b>	.583**
<b>A9_R.</b>	.330**	<b>Co6.</b>	.487**
<b>C1_R.</b>	.341**	<b>Co7.</b>	.642**
<b>C2.</b>	.395**	<b>Co8.</b>	.566**
<b>C3.</b>	.547**	<b>CV1.</b>	.346**
<b>C4_R.</b>	.385**	<b>CV2_R.</b>	.426**
<b>C6.</b>	.599**	<b>CV3.</b>	.492**
<b>C7.</b>	.514**	<b>CV4_R.</b>	.425**
<b>C10</b>	.208**	<b>CV5</b>	.582**
<b>S1.</b>	.361**	<b>CV6.</b>	.470**
<b>S4_R.</b>	.493**	<b>CV7.</b>	.523**
<b>S5.</b>	.389**	<b>CV8.</b>	.543**

\*Correlation is significant at the 0.05 level (2-tailed).

\*\*Correlation is significant at the 0.05 level (2-tailed).

The above table 3.10 displays the item-total correlation of the Organizational Citizenship Behavior scale that was used by the researcher for the current study. Table 3.10 indicates that the item-total correlation of the Organizational Citizenship Behavior Scale's items lies between 0.208\* and 0.642\*\*. The maximum correlation

was found of item No. Co7 and the minimum correlation was found of item No. C10. Moreover, all the items of Organizational Citizenship Behavior scale were significantly correlated with each other.

Table 3.11

*Intersection Correlation of Organizational Citizenship Behavior (OCB) Scale (N=302) (Major Dimensions)*

	<b>Altruism</b>	<b>Courtesy</b>	<b>Sportsmanship</b>	<b>Conscientiousness</b>	<b>Civic Virtue</b>	<b>OCB</b>
<b>Altruism</b>	1					
<b>Courtesy</b>	.513**	1				
<b>Sportsmanship</b>	.365**	.568**	1			
<b>Conscientiousness</b>	.357**	.491**	.508**	1		
<b>Civic Virtue</b>	.332**	.601**	.524**	.676**	1	
<b>OCB</b>	.680**	.807**	.739**	.801**	.822**	1

\*Correlation is significant at the 0.05 level (2-tailed).

\*\*Correlation is significant at the 0.01 level (2-tailed).

The above table 3.11 displays that the main five dimensions included in Organizational Citizenship Behavior scale were significantly correlated with each other. The correlation among the five OCB's dimensions (Sportsmanship, Altruism, Conscientiousness, Courtesy, and Civic Virtue) was significant at the 0.01 level of significance. It can also be seen that the highest correlation was between "Organizational Citizenship Behavior (OCB)" and "Civic virtue" (0.822\*\*) and the lowermost correlation was found between "Civic Virtue" and "Altruism" (0.332).

### 3.5 Data Collection Procedure

Data collection is one of the important part in the process of research. This step was time consuming and crucial as well as it was consisted of different stages. The researcher collected the data for the current study during COVID-19, at that time all the educational institutions including universities were closed due to the pandemic situation of the country, so the students were not allowed to visit university for any purpose. It was a big problem for the researcher because the population of the current study is the teaching faculty of public universities of Islamabad, and the researcher was unable to collect the data from teachers by visiting universities due to that pandemic situation. For this problem, the solution was found by the researcher to collect the data online via email. Further details related to the data collection procedure are discussed below:

**Step 1:** As the researcher was not able to visit universities due to COVID-19 for data collection, so the first and foremost step for data collection was to collect the email addresses of female and male public university teachers of Islamabad. For that purpose, the researcher visited the websites of relevant universities and got email addresses of male and female teachers from there.

**Step 2:** After that, the researcher created the questionnaire on Google Forms to make it easy for the participants to fill the questionnaire online.

**Step 3:** After getting the email addresses of male and female teachers from the university websites, the researcher attached the questionnaire that was created on Google Forms and send it to the teachers via email. Efforts were made to convince the participants to participate in this research by explaining them the pandemic situation due to which the researcher collecting the data online, the purpose of the research, and

its possible advantage to that specific university and the entire education sector were also explained.

**Step 4:** The researcher emailed the questionnaire to the total N=791 participants included male and female teachers of the eight public universities of Islamabad. Moreover, some of the teacher's emails were missing on their profiles and some of them were incorrect.

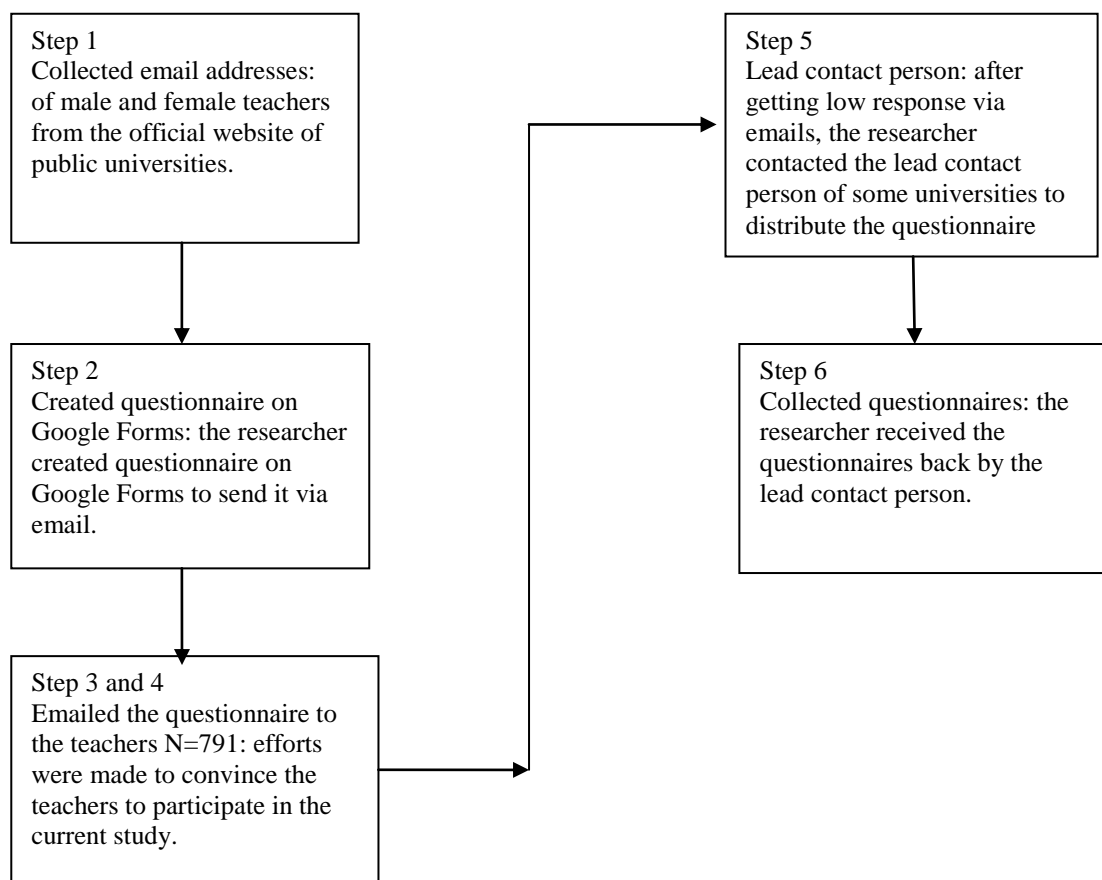
**Step 5:** Despite all the efforts done by the researcher, most of the teachers did not respond to the email and did not fill the questionnaire. That is why the response rate was low. So, the researcher contacted the lead contact person of some universities to distribute the questionnaire among male and female teachers who agreed to participate in this study. The lead contact person randomly distributed the questionnaire among male and female teachers and guaranteed them who participated in this study of their privacy, confidentiality, and anonymity. The same was also done by adding the relevant details on the top of the questionnaire.

**Step 6:** After two and a half weeks, the lead contact person received the questionnaire back and send them back to the researcher for further procedure.

**Step 7:** Response rate via email was only 71 out of 791, which is 9% of the total questionnaires that were emailed by the researcher. This response rate was quite very low. On the other hand, the response rate of questionnaires that were back by the lead contact person was high. Total no. of questionnaires that were distributed among the female and male university teachers were 622, and 231 questionnaires were received back to the researcher. Thus, the total number of return response rate was 302. So that researcher analysed the data on these 302 responses.

Researcher faced different problems in data collection procedure due to COVID-19. For the current study researcher used questionnaire as a tool for the

purpose of data collection instead of triangulation. If the researcher collects the data via triangulation, then the results of the current study might be more valid and different as compare to the current results. Researcher also faced problems during online data collection through questionnaire, like the response rate was quite very low because most of the teachers did not fill the online questionnaire. If the researcher could personally visit universities and collect data herself then it may also affect the results positively.



*Fig 3.1: Steps in Data Collection Procedure*

### **3.6 Data Analysis**

After collecting the data from male and female teachers serving in public university of Islamabad, researcher analysed the collected data by using SPSS 21.0. For the purpose of data analysis, researcher used different statistical techniques like Independent t-test, mean score, Cronbach Alpha Reliability and Correlation. First objective of the current study was “to assess the Organizational Citizenship Behavior among university teachers”, for that purpose researcher calculated the mean score to assess and check the level of OCB among teachers of public universities of Islamabad. Second objective of the current study was “to compare the Organizational Citizenship Behavior of faculty members based on gender”, for that purpose researcher applied the Independent t-test by using inferential statistics to compare the OCB and its five dimensions among both groups of male and female teachers. The independent t-test is an inferential statistical test that is used by the researchers to find out the significant statistical difference between the two different groups, it is also known as independent samples t-test, two sample t-test or student’s t-test. In this study, as two independent samples the male and female teachers were declared.

Table 3.12

*Description of Objectives, Hypothesis, and Statistical Analysis*

<b>Objectives</b>	<b>Research Question / Hypothesis</b>	<b>Data analysis Techniques</b>
1. To assess the Organizational Citizenship Behavior among university teachers.	1. What is the level of Organizational Citizenship Behavior among teachers serving in public universities of Islamabad?	Mean
2. To compare the OCB of faculty members on the basis of gender.	1. There is no significant difference in the Organizational Citizenship Behavior of University teachers based on gender.	Independent t-test

**3.7 Delimitations**

The study was delimited to:

1. The public universities recognized by HEC of Islamabad only. (Appendix J)
2. The academic faculty of social sciences and faculty of management sciences only. (Appendix K)

## **CHAPTER 4**

### **DATA ANALYSIS AND INTERPRETATION**

In this chapter researcher discussed the results of data analysis in detail. Data that was received from 302 participants was analysed by using SPSS 21st version. Mean score and independent t-test was used to analyse the data. After analysing the data, the researcher interpreted the data and discuss the results in detail.

#### **4.1Introduction**

In this chapter researcher discussed the data analysis and its interpretation in detail. It concerns the layout of the data in tabular formats. The variables of the current study are statistically analysed. Moreover, a detailed explanation of data analysis procedures and clarification of implications for the study of a "gender-based comparative study of Organizational Citizenship Behavior of university teachers" was described. This chapter is consisted of three main sections. First section of this chapter consisted of gender based information of the study that was collected by the researcher through data collection. Second section deals with the data analysis against first objective of the current study that is "to assess the Organizational Citizenship Behavior among university teachers". In this section mean score was calculated to assess the teacher's OCB. Third section is based on the second objective of the study that is "to compare the Organizational Citizenship Behavior of faculty members based on gender". The independent t test was applied to compare the OCB between female and male teachers. The tables were then produced accordingly and outcomes were drawn. Moreover, the questionnaire used in the current study is consisted of five point



Likert Scale. Thus, the responses were obtained by using the following five point

Likert Scale:

1. Strongly disagree (SD)
2. Disagree (D)
3. Neutral (N)
4. Agree (A)
5. Strongly agree (SA)

Data analysis was done by using t-test. Furthermore, the researcher has drawn the conclusion on the basis of t-test results.

## Section I

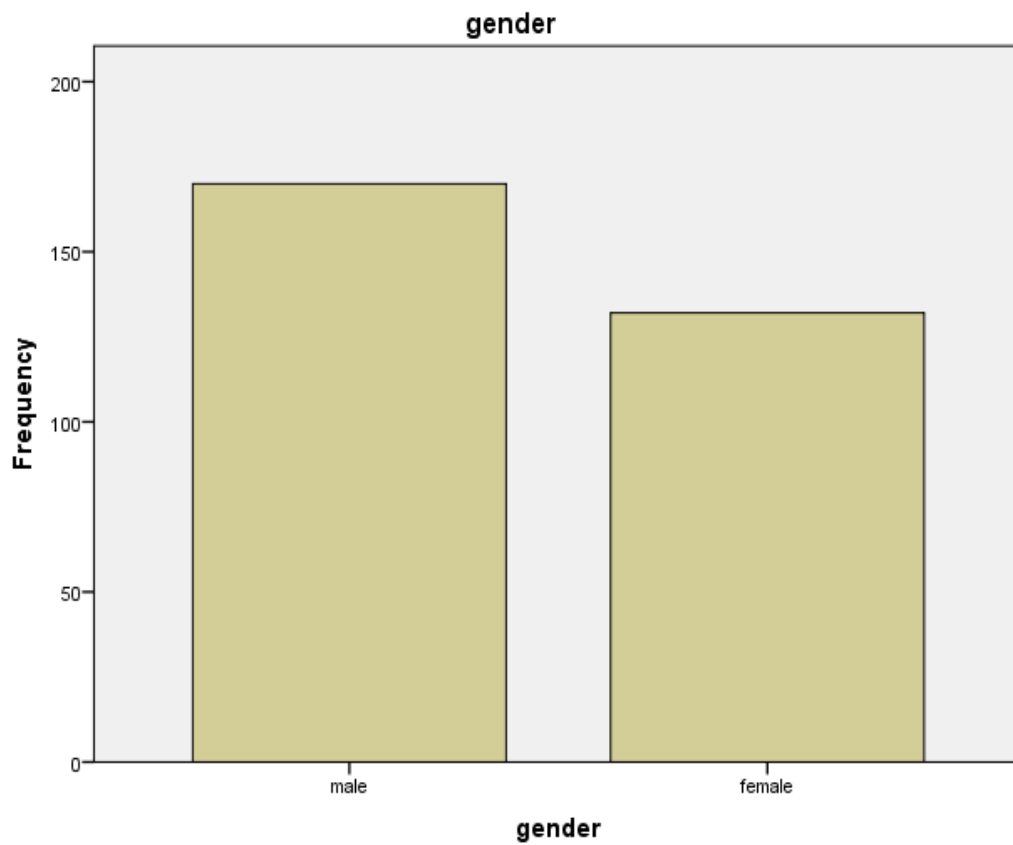
### 4.2 Gender Wise Distribution of the Sample

Table 4.1

*Rate of Return Based on Gender (N= 302)*

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
<b>Male</b>	170	56
<b>Female</b>	132	44
<b>Total</b>	302	100.0

The respondents' gender was tapped into two male and female categories. Table 4.1 indicates that the sample rate of return of the current study was consisted of 302 participants from which most of the respondents 170 (56%) were male teachers and 132 (44%) were female teachers. Above table also shows indirectly that there are more male teachers serving in public universities of Islamabad as compare to female teachers.



*Fig 4.1* Gender Based Sample Distribution (N= 302)

## Section II

### 4.3 Assess of teachers Organizational Citizenship Behavior

**Objective No. 1** To assess the Organizational Citizenship Behavior among university teachers.

**Research Question: What is the level of Organizational Citizenship Behavior among teachers serving in public universities of Islamabad?**

Table 4.2

*Level of OCB among public university teachers (N= 302)*

No.	Sub sections	Means	Remarks
1.	OCB	3.88	Agree
2.	Altruism	3.63	Agree
3.	Courtesy	3.92	Agree
4.	Sportsmanship	4.15	Agree
5.	Conscientiousness	3.76	Agree
6.	Civic Virtue	3.95	Agree

Above table 4.2 indicates the mean values of Organizational Citizenship Behavior that are exhibit by the teachers of public universities of Islamabad. These mean values were drawn out to assess the level of Organizational Citizenship Behavior (OCB) among public university teachers. As the results shows the mean values of OCB, it can be seen that overall mean value of OCB is 3.88 and among the five dimensions of OCB, level of Sportsmanship with 4.15 mean value was found to be most exhibit dimension of Organization Citizenship Behavior (OCB) as compared to other dimensions by the teachers of public universities of Islamabad.

### Section III

#### 4.4 Comparison of Teachers OCB on the Basis of Gender

**Objective No. 2** To compare the Organizational Citizenship Behavior of faculty members based on gender.

**H<sub>0</sub>1:** There is significantly no difference in the Organizational Citizenship Behavior (OCB) of University teachers based on their gender.

Table 4.3

*Comparison of Teachers Organizational Citizenship Behavior on the Basis of their Gender (N=302)*

Variable	Gender	N	Mean	t value	Df	Sig
<b>Organizational Citizenship Behavior</b>	Male	170	4.00	6.023	300	.001
	Female	132	3.73			

*\*p < 0.05, \*\*p < 0.01*

For the second objective of the current study, researcher conducted an independent t-test to compare Organizational Citizenship Behavior among male and female teachers of public universities of Islamabad. Above table 4.3 indicates that t value of Organizational Citizenship Behavior ( $t = 6.023$ ) was determined statistically significant at (.001) significance level that is less than (0.05). Moreover, significant difference was found in mean score of male ( $M = 4.00$ ) and female ( $M = 3.73$ ) participants related to Organizational Citizenship Behavior (OCB) among faculty members at university level. Moreover, the above table 4.3 also shows that the male teachers display more Organizational Citizenship Behavior as compared to female teachers at university level. Therefore, the first hypothesis of the current study H<sub>0</sub>1 that is “there is significantly no difference in the Organizational Citizenship Behavior

(OCB) of University teachers based on their gender” is rejected which also confirms that there is a significant difference in OCB among female and male teachers.

**Objective No. 2a** To compare teachers *Altruism* on the basis of gender

**H<sub>0</sub>1 (a):** There is significantly no difference in *Altruism* of university level teachers based on their gender.

Table 4.4

*Comparison of Teachers Altruism on the Basis of their Gender (N=302)*

Dimension	Gender	N	Mean	t value	Df	Sig
Altruism	Male	170	3.78	4.858	300	.001
	Female	132	3.46			

\* $p < 0.05$ , \*\* $p < 0.01$

Above table 4.4 reveals that t value of Altruism ( $t = 4.858$ ) was determined statistically significant at (.001) significance level that is less than (0.05). Therefore, significant difference was found in the mean score of female ( $M = 3.46$ ) and male ( $M=3.78$ ) participants related to Altruism among faculty members of public universities of Islamabad. Moreover, the above table 4.4 also indicates that the male university teachers display more Altruism as compared to female university teachers. Therefore, the hypothesis H<sub>0</sub>1 (a) that “there is significantly no difference in *Altruism* of university level teachers based on their gender” is rejected which also confirms that there is a significant difference in Altruism among male and female teachers of public universities of Islamabad.

**Objective No. 2b** To compare teachers *Conscientiousness* on the basis of gender.

**H<sub>0</sub>1 (b):** There is significantly no difference in *Conscientiousness* of university level teachers based on their gender.

Table 4.5

*Comparison of Teachers Conscientiousness on the Basis of their Gender (N=302)*

Dimension	Gender	N	Mean	t value	Df	Sig
Conscientiousness	Male	170	3.91			
	Female	132	3.58	4.248	300	.001

\* $p < 0.05$ , \*\* $p < 0.01$

Above table 4.5 indicates that t value of Conscientiousness ( $t = 4.248$ ) was determined statistically significant at (.001) significance level that is less than (0.05). Therefore, significant difference was found in the mean score of female ( $M = 3.58$ ) and male ( $M = 3.91$ ) participants related to Conscientiousness among faculty members of public universities of Islamabad. Moreover, the above table 4.5 also indicates that the male university teachers display more Conscientiousness as compared to female university teachers. Therefore, the hypothesis H<sub>0</sub>1 (b): There is significantly no difference in *Conscientiousness* of university level teachers based on their gender” is rejected which also confirms that there is a significant difference in Conscientiousness among female and male teachers of public universities of Islamabad.

**Objective No. 2c** To compare teachers *Sportsmanship* on the basis of gender.

**H<sub>0</sub>1 (c):** There is significantly no difference in *Sportsmanship* of teachers at university level based on their gender.

Table 4.6

*Comparison of Teachers Sportsmanship on the Basis of their Gender (N=302)*

<b>Dimension</b>	<b>Gender</b>	<b>N</b>	<b>Mean</b>	<b>t value</b>	<b>Df</b>	<b>Sig</b>
<b>Sportsmanship</b>	Male	170	4.27			
	Female	132	4.00	4.895	300	.001

\* $p < 0.05$ , \*\* $p < 0.01$

Above table 4.6 indicates that t value of Sportsmanship ( $t = 4.895$ ) was determined statistically significant at (.001) significance level that is less than (0.05). Therefore, significant difference was found in the mean score of female ( $M = 4.00$ ) and male ( $M = 4.27$ ) participants related to Sportsmanship among faculty members of public universities of Islamabad. Moreover, the above table 4.6 also indicates that the male university teachers display more Sportsmanship as compared to female university teachers. Therefore, the hypothesis H<sub>0</sub>1 (c): There is significantly no difference in *Sportsmanship* of teachers at university level based on their gender” is rejected which also confirms that a significant difference was found related to Sportsmanship among female and male teachers of public universities of Islamabad.



**Objective No. 2d** To compare teachers *Courtesy* on the basis of gender.

**H<sub>0</sub>1 (d):** There is significantly no difference in *Courtesy* of university level teachers based on their gender.

Table 4.7

*Comparison of Teachers Courtesy on the Basis of their Gender (N=302)*

<b>Dimension</b>	<b>Gender</b>	<b>N</b>	<b>Mean</b>	<b>t value</b>	<b>Df</b>	<b>Sig</b>
<b>Courtesy</b>	Male	170	4.01			
	Female	132	3.81	3.952	300	.001

\* $p < 0.05$ , \*\* $p < 0.01$

Above table 4.7 reveals that t value of *Courtesy* ( $t = 3.952$ ) was determined statistically significant at (.001) significance level that is less than (0.05). Therefore, significant difference was found in mean score of male ( $M = 4.01$ ) and female ( $M = 3.81$ ) participants related to *Courtesy* among faculty members at university level. Moreover, the above table 4.7 also indicates that the male teachers display more *Courtesy* as compared to female university teachers. Therefore, the hypothesis H<sub>0</sub>1 (b) that “there is significantly no difference in *Courtesy* of university level teachers based on their gender” is rejected which also confirms that there is a significant difference in *Courtesy* among male and female teachers of public universities of Islamabad.

**Objective No. 2e** To compare teachers *Civic virtue* on the basis of gender.

**H<sub>01</sub> (e):** There is significantly no difference in *Civic virtue* of university level teachers based on their gender.

Table 4.8

*Comparison of Teachers Civic Virtue on the Basis of their Gender (N=302)*

Dimension	Gender	N	Mean	t value	Df	Sig
Civic Virtue	Male	170	4.07			
	Female	132	3.81	4.597	300	.001

\* $p < 0.05$ , \*\* $p < 0.01$

Above table 4.8 reveals that t value of Civic Virtue ( $t = 4.597$ ) was determined statistically significant at (.001) significance level that is less than (0.05). Therefore, significant difference was found in mean score of males ( $M = 4.07$ ) and female ( $M = 3.81$ ) participants related to Civic Virtue among faculty members at university level. Moreover, the above table 4.8 also indicates that the male teachers display more Civic Virtue as compared to female teachers of public universities. Therefore, the hypothesis H<sub>01</sub> (e) that “There is significantly no difference in *Civic virtue* of university level teachers based on their gender” is rejected which also confirms that a statistical significant difference was found related to Civic Virtue among female and male teachers of public universities of Islamabad.

## 4.5 Summary of Results

The overview of decisions on one main and five sub hypotheses of the current study for male and female teachers serving in public universities of Islamabad is presented below:

Table 4.9

### *Summary of Results*

No.	Statement of hypothesis	Results
<b>H<sub>01</sub></b>	There is significantly no difference in the Organizational Citizenship Behavior (OCB) of university teachers based on their gender.	Rejected
<b>H<sub>01</sub> (a)</b>	There is significantly no difference in the <i>Altruism</i> of university teachers based on their gender.	Rejected
<b>H<sub>01</sub> (b)</b>	There is significantly no difference in the <i>Conscientiousness</i> of university teachers based on their gender.	Rejected
<b>H<sub>01</sub> (c)</b>	There is significantly no difference in the <i>Sportsmanship</i> of university teachers based on their gender.	Rejected
<b>H<sub>01</sub> (d)</b>	There is significantly no difference in the <i>Courtesy</i> of university teachers based on their gender.	Rejected
<b>H<sub>01</sub> (e)</b>	There is significantly no difference in the <i>Civic Virtue</i> of university teachers based on their gender.	Rejected

## **CHAPTER 5**

### **SUMMARY, FINDINGS, DISCUSSION, CONCLUSION, AND RECOMMENDATION**

This chapter includes the summary of the study, also provides findings, discussion and conclusion of the current study. Recommendations are also given for the future studies.

#### **5.1 Summary**

This chapter of the study deals with data interpretation. The aim of the current study was to compare the Organizational Citizenship Behavior (OCB) among male and female university teachers. The main two objectives of this study were:

1. To assess the Organizational Citizenship Behavior among university teachers.
2. To compare the Organizational Citizenship Behavior of faculty members based on gender.

Furthermore, the researcher selected/ developed one main, five sub hypothesis, and one research question in conformity with the objectives. The desired sample of the current study was based on 693 university teachers from which 430 (56%) were male teachers and 263 (44%) were female teachers serving in public universities of Islamabad. In order to select the sample of the study, the researcher used the stratified proportionate sampling technique. Male and female teachers were known to be the two main strata of the population. In order to collect the data from male and female university teachers, the researcher used a questionnaire as a tool. The researcher adapted the inventory of Organizational Citizenship Behavior (OCB) that was developed by Podsakoff and Mackenzie (1989) in light of the five-factor model

presented by Organ (1988). The questionnaire of the current study consisted of five main dimensions named as Conscientiousness, Altruism, Sportsmanship, Courtesy, and Civic Virtue. The initial version of the questionnaire was grounded on 44 items. For the purpose of tool validation, the researcher contacted three experts from the educational field. After considering the valuable suggestion that was given by the experts, the tool was improved. Pilot testing was also conducted by the researcher to check the reliability of the tool. For pilot testing data was collected from 30 male and female teachers. The tool was more improved after analyzing the results of pilot testing. Moreover, the researcher also added a demographic section in the questionnaire in order to get the background information of the participants. Furthermore, due to the COVID-19 situation in the country, for collecting the data online the researcher emailed the questionnaire to both female and male teachers of public universities of Islamabad. The response rate of online data was quite very low, so the researcher contacted the lead person of some public universities to collect the desired data. After collecting the data, Cronbach Alpha, Item total correlation, Inter section Correlation, Mean score, and Independent t-test was used to analyze the data by using SPSS (Statistical Package for Social Sciences) 21<sup>st</sup> version. Therefore, after analyzing the data, the researcher interpreted the results and the recommendations were given based on the results.

## **5.2 Findings**

In this section findings of the current study are discussed in detail. Findings are discussed below step by step.

### **5.2.1 Findings regarding Research Question of the study**

The findings relevant to the research question of the current study was focused on the overall level of Organizational Citizenship Behavior (OCB) of university teachers.

**Objective 1:** To assess the Organizational Citizenship Behavior among university teachers.

**Research Question:** What is the level of Organizational Citizenship Behavior among teachers serving in public universities of Islamabad?

1. Findings of Research Question of the current study indicates that regarding overall Organizational Citizenship Behavior's (OCB) level amongst the five dimensions of OCB being explored among the teachers of public universities of Islamabad. It was found that level of Sportsmanship was more among all other dimensions of OCB (Conscientiousness, Altruism, Civic Virtue, and Courtesy) among teachers of public universities of Islamabad.

### **5.2.2 Findings regarding to the comparison of Organizational Citizenship Behavior (OCB) among male and female teachers**

This section deals with the findings related to the comparison of male and female teacher's OCB.

**Objective 2:** To compare the Organizational Citizenship Behavior of faculty members based on gender.

**H<sub>0</sub>1:** There is significantly no difference in the Organizational Citizenship Behavior (OCB) of University teachers based on their gender.

2. Results indicates that a significant difference was found between female (M= 3.73) and male (M= 4.00) respondents related to Organizational Citizenship Behavior (OCB) among the university teachers. Moreover, it also shows that

male teachers of public universities show more OCB as compared to female teachers (Table 4.9).

**Objective 2a:** To compare teacher's *Altruism* on the basis of gender.

**H<sub>0</sub>1 (a):** There is significantly no difference in *Altruism* of university level teachers based on their gender.

3. Results of this objective indicates that a significant difference was found between female (M= 3.46) and male (M= 3.78) respondents related to Altruism among university teachers. Moreover, it also shows that male teachers show more Altruism as compared to female teachers at university level (Table 4.10).

**Objective 2b:** To compare teacher's *Conscientiousness* on the basis of gender.

**H<sub>0</sub>1 (b):** There is significantly no difference in *Conscientiousness* of university level teachers based on their gender.

4. A significant difference was found between female (M= 3.58) and male (M= 3.91) respondents related to Conscientiousness among teachers of public universities of Islamabad. Furthermore, it also indicates that male teachers of public universities show more Conscientiousness as compare to female teachers (Table 4.11).

**Objective 2c:** To compare teacher's *Sportsmanship* on the basis of gender.

**H<sub>0</sub>1 (c):** There is significantly no difference in *Sportsmanship* of teachers at university level based on their gender.

5. Results of this objective indicates that a significant difference was found between female (M= 4.00) and male (M= 4.27) respondents related to Sportsmanship among university teachers. Moreover, it also shows that male

teachers show more Sportsmanship as compared to female teachers at university level (Table 4.12).

**Objective 2d:** To compare teacher's *Courtesy* on the basis of gender.

**H<sub>01</sub> (d):** There is significantly no difference in *Courtesy* of university level teachers based on their gender.

6. A significant difference was found between female (M= 3.81) and male (M= 4.01) respondents related to *Courtesy* among teachers of public universities of Islamabad. Furthermore, it also indicates that male teachers of public universities show more *Courtesy* as compare to female teachers (Table 4.13).

**Objective 2e:** To compare teacher's *Civic virtue* on the basis of gender.

**H<sub>01</sub> (e):** There is significantly no difference in *Civic virtue* of university level teachers based on their gender.

7. Results indicates that a significant difference was found between female (M= 3.81) and male (M= 4.07) respondents related to *Civic Virtue* among university teachers. Moreover, it also shows that male teachers of public universities show more as compared to female teachers (Table 4.14).

### 5.3 Discussion

The target of the current study was to compare the Organizational Citizenship Behavior (OCB) among faculty members on the basis of their gender. This study was conducted on teachers of public universities of Islamabad with two main objectives. The first objective was "To assess the Organizational Citizenship Behavior among university teachers". An adapted questionnaire was used by the researcher as a tool to collect the data from participants. The data that was collected by the researcher indicates that most of the teachers show OCB at university level. Thus the findings reveals that the level of Sportsmanship was more among other dimensions of OCB



among male and female teachers serving in public universities of Islamabad. Similar studies have also been conducted in other countries as well on the same area (Mat, & Selamat, 2013). A study was conducted by Polat (2009) at school level and its results shows that teachers at school level display more Courtesy among the other dimensions of OCB (Conscientiousness, Civic Virtue, Altruism and Sportsmanship). On the other hand, results of Ünal (2003); Atalay (2005) indicates that among the five dimensions of OCB, Conscientiousness is more displayed by the employees in the context of Turkey.

Farooqui (2012) reported that the area of Organizational Citizenship Behavior (OCB) is of great importance and requires much more attention from the researchers across the world. Because OCB not only promotes the effectiveness of any organization but also help and enables an organization to compete (Bolino, 1999). In their research, Vigoda- Gadot, Beerli, Birman- Shemesh and Somech (2007) argues that the efficacy and progress of educational institutions in achieving their goals and objectives depends heavily on teachers. As performance of teachers and OCB are significantly related to each other (Khazaei, Khalkhali, & Eslami, 2011).

The second main objective of this study was “To compare the Organizational Citizenship Behavior of faculty members based on gender”. Bolino (1999) reported that OCB promotes the effectiveness of any organization. Thus every teacher either male or female needs to display more OCB at their workplace. A study was conducted by Bogler and Somech (2004) and claims that teachers with a strong sense of status in their job were more likely to invest in OCB as compare to those who do not. The current study reveals that teachers display high level of OCB at university level. However, a significant difference was found between female and male teachers regarding OCB. While male teachers display more OCB as compare to female

teachers at university level. There are some studies conducted in different countries that shows the gender based comparison of Organizational Citizenship Behavior. According to NicDomhnaill (2006) there is a significant correlation between gender and OCB. There are some studies that shows that female workers display more OCB as compare to male (Esnard & Jouffre, 2008; Morrison, 1994). Likewise, a study was conducted by Lovell et al. (1999) and their results shows that females have a greater level of OCB as compared to males, although their performance ratings were not different from males. Furthermore, the researcher found those studies as well in literature that found no statistical significant difference between OCB and gender (Podsakoff et al., 2000; Odek, 2018). On the other hand, there are some studies that shows that male display more OCB at their workplace as compare to female workers (Heilman & Chen, 2005; Chahal & Mehta's 2010). Likewise, a study was conducted in US by Watty Benjamin and Udechukwu (2014) and their results shows that male exhibit more OCB at their workplace as compare to female employees. Thus it supports the findings of the current study as the researchers also found that male teachers display more OCB as compared to female teachers at public universities of Islamabad.

Results of the current study related to five dimensions of OCB specifies that there is a significant difference between female and male teachers related to Altruism. While male teachers display more Altruism than female teachers at university level. These results lend support to findings of Kidder (2002) who also found that male engineers exhibit more Altruism as compare to female. On the other hand, there are some studies as well that shows that female show more Altruism at their workplace as compare to male. Such as Farrell and Finkelstein (2007) show that a greater number of a female are likely to be engaged in the OCB's helping aspect, which is known as

Altruism. Zhang (2014) conducted a study in China and found that female workers show more Altruism as compare to males. There are some studies as well that shows that there is no significant difference related to Altruism on the basis of gender (Lev and Koslowsky, 2012; Lambert et al., 2012).

Findings of the current study related to Courtesy reveals that there is a significant difference between male and female public universities teachers of Islamabad related to Courtesy. Moreover, male teachers display more Courtesy than female teachers. Same results were found from the study of Punia and Shyam (2017), which shows that male tend to display more Courtesy as compare to females. While on the other hand, some studies show different results from the findings of the current study and claims that female employees display more Courtesy as compare to males. Like, Heilman and Chen (2005) found that females are engaged more than males in certain types of OCB, such as Courtesy. the researcher also found those studies as well in literature that shows no significant difference between female and male related to Courtesy (Piercy et al., 2002; Carter et al., 2014).

The findings of third dimension of OCB Sportsmanship shows that a significant difference was found by the researcher between female and male teachers related to Sportsmanship. The researcher found that male teachers display more Sportsmanship as compare to female teachers. There are some studies in literature that were conducted in different countries across the world and shows the same results. Like a study was conducted by Ryan (2001) in US and Lin (2008) conducted a study in Taiwan and found that male display more Sportsmanship than female. On the other hand, there are some studies in literature that shows that male and females do not differ significantly in the display of Sportsmanship (Aquino & Bommer 2003; Diefendorff et al., 2002; Schusterschitz et al., 2012).

Finding related to the fourth dimension of OCB Conscientiousness shows that a significant difference was found between both female and male teachers of public universities of Islamabad related to Conscientiousness. It was also observed that male teachers exhibit more Conscientiousness than female teachers. Same results can be seen in the literature by different researchers. Like in a study of Gao, (2020) that was conducted in US and found that male employees display more Conscientiousness at their workplace as compare to females. While, there are some studies that shows different results from the current study's findings. Like results of Piercy et al., (2002) study shows that female display more Conscientiousness as compare to males. Moreover, there are also such studies that show no statistical significant difference between females and males related to Conscientiousness. Like studies of Schusterschitz et al., (2012); Lin (2008); Carter, Mossholder et al., (2014) shows no significant difference on the basis of gender related to Conscientiousness.

Findings of the current study related to Civic Virtue indicates that there is a significant difference between female and male teachers serving in public universities of Islamabad related to Civic Virtue. It was also observed by the researcher that male teachers display more Civic Virtue at university level as compare to female teachers. Studies with similar results were also found in the literature. Like studies that were conducted by Kidder (2002); Piercy et al., (2002); Chiaburru et al., (2014); Punia and Shyam (2017) and their results also reveals a significant difference between male and female employees and found that male teachers exhibit more Civic Virtue than males. On the other hand, findings of Zhang (2014) study results shows that females display more Civic Virtue as compare to males. Whereas, the researcher also found those studies as well that shows no significant difference between male and females related to Civic Virtue (Ryan, 2001; Diefendorff et al., 2002; Carter et al., 2014).

## 5.4 Conclusions

Following conclusion were derived from the current study's findings.

1. This study was conducted to assess and compare the Organizational Citizenship Behavior among male and female teachers serving in public universities of Islamabad. The first objective of this study was targeted to assess the level of Organizational Citizenship Behavior among teachers of public universities. From the finding No. 5 it was observed that most of the teachers of public universities display Organizational Citizenship Behavior with different levels. Moreover, it was concluded that teachers of public universities of Islamabad display more Sportsmanship among the other four dimensions of OCB. The questionnaire of the current study was based on five dimensions (Conscientiousness, Courtesy, Sportsmanship, Altruism, and Civic Virtue) related to OCB. It was concluded from the results that the mean score of Sportsmanship was most among other dimensions of Organizational Citizenship Behavior of the teachers of public universities i.e. Sportsmanship (4.15), Civic Virtue (3.95), Courtesy (3.92), Conscientiousness (3.76) and Altruism (3.63).
2. The aim of this study was to compare the Organizational Citizenship Behavior among male and female teachers of public universities of Islamabad. From the finding No. 6 the researcher concluded that a statistically significant difference was found between male and female teachers of public universities of Islamabad related to Organizational Citizenship Behavior. It was also observed that male teachers display more Organizational Citizenship Behavior at university level as compare to female teachers.

3. The researcher concluded from finding No. 7 that related to Altruism there was a significant difference was found between male and female teachers serving in the public universities of Islamabad. The results also reveal that male teachers exhibit more Altruism at university level as compare to female teachers.
4. From the finding No. 8 the researcher concluded that related to Conscientiousness a statistically significant difference was found between male and female teachers at university level. Here again male teachers display more Conscientiousness than female teachers at university level.
5. From the finding No. 9 it was concluded again that a statistically significant difference between both male and female teachers was found serving in public universities of Islamabad related to Sportsmanship. The results also reveal that male teachers exhibit more Sportsmanship at university level as compare to female teachers.
6. The researcher concluded that from finding No. 10, there was a significant difference between both male and female teachers serving in public universities of Islamabad related to Courtesy. The results also shows that male teachers exhibit more Courtesy at university level as compare to female teachers.
7. From the finding No. 11 it was concluded that a statistically significant difference was found between male and female teachers related to Civic Virtue. Here again it was found that male teachers display more Civic Virtue than female teachers serving in public universities of Islamabad.

## **5.5 Recommendations**

Following recommendations of the current study are given based on the findings and conclusion of this study.

### **5.5.1 Recommendations for Teachers and Management**

As literature shows that OCB plays a very important role in effectiveness and success of any organization. So, the universities may focus more to promote the Organizational Citizenship Behavior (OCB) among the teachers. In this respect, the following steps may be taken.

- I. On a monthly basis, departmental discussion may be organized for the exchange of new ideas.
- II. Interaction with other members of the university faculty may also provide a chance for teachers to adopt and learn more about Organizational Citizenship Behavior.
- III. It is also recommended that when a teacher receives some kind of workshop or training related to OCB, they need to provide their colleagues with a summary or feedback of that workshop or training. So, they may also learned something new, too about OCB.

It was also concluded from Conclusion No. 3-11 that there was a statistical significance difference between male and female teachers of public universities of Islamabad related to Organizational Citizenship Behavior (OCB) and its dimensions (Courtesy, Altruism, Conscientiousness, Civic Virtue, and Sportsmanship,). The male teachers were significantly display more Organizational Citizenship Behavior (OCB) as well as its all five dimensions. The literature also suggests that there may be gender-role effects resulting in work overload, greater stress, and family or work conflict for females displaying OCB than for males (Bostanci, 2013; Noble, 2006).

Thus, following measures may be recommended to maintain the display of OCB of male teachers and to motivate female teachers more to display OCB at their workplace.

- I. The universities management may encourage the female teachers to carry out or participate in such activities that are in a group. This may increase the interaction of female teachers with other co-workers which may encourage the helping behavior of female teachers indirectly.
- II. Furthermore, initiatives aimed at improving the OCB of both male and female teachers may be held on campuses like seminars and conferences. Both administrators and teachers may be part of these programs. This may help to enhance the success of such programs by incorporating the lessons gained through these programs.
- III. Analysis of female teacher's OCB may also be conducted at departmental level because it may create a working environment of self-healing where female teachers may take the right decisions on their own that may also save the time of universities as well as labour resources.
- IV. Policy makers may take important steps to encourage the Organizational Citizenship Behavior among teachers. For example, Heads of the different departments of public universities of Islamabad and administrators of public universities may display Organizational Citizenship Behavior themselves in order to convey it to the teachers that management or administration valued such behaviors.
- V. Occasionally, the university administration may arrange meetings with the female teachers to consider the issues that they are facing regarding



Organizational Citizenship Behavior. They may facilitate the female teachers more efficiently in this way.

- VI. Steps from management can also be taken to motivate those female teachers who are not demonstrating Organizational Citizenship Behavior like promoting and appreciating those female teachers who are displaying more Organizational Citizenship Behavior at their workplace. This may encourage those female teachers who are not displaying OCB.

### **5.5.2 Recommendations for Future Researchers**

Following recommendations were given by the researcher to the future researchers.

- I. As the sample size of this study is relatively small, future researchers may draw more relevant inferences by testing between large sample sizes.
- II. It is recommended for the future researchers that as the current study was limited to the public sector universities of Islamabad, a same study may also be carried out between a sample taken from the private universities.
- III. As the current study focused on the gender based comparison of Organizational Citizenship Behavior of university teachers, future researchers may also add some other demographic factors such as age, job tenure, and educational background in their study as well.
- IV. The current study only reflects the Organizational Citizenship Behavior of a specific population in a certain area due to the availability of limited resources, however, future researches with bigger sample sizes may show different findings as Organizational Citizenship Behavior differs in various cultures.

- V. Furthermore, it is also recommended for future researchers that they may also work to identify the factors due to which female teachers are displaying less Organizational Citizenship Behavior as compare to male teachers.
- VI. Additionally, it is also recommended that future researchers may also add some other variables along with Organizational Citizenship Behavior such as job commitment, leadership styles or job involvement.

## **5.6 Limitations**

Quite apart from the importance of the current study, some limitations should be acknowledged. As researcher discussed earlier that the desired sample of the current study was 693 from which male were 430 (56%) and female were 263 (44%) but at the time of data collection, due to COVID-19 the rate of return was low because all teachers were not present in the universities. The rate of return of male teachers was 170 (22%) and rate of return of female teachers was 132 (22%). It might affect the results of the current study.

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# APPENDIX A

## Topic Approval Letter



NATIONAL UNIVERSITY OF MODERN LANGUAGES  
FACULTY OF SOCIAL SCIENCES  
DEPARTMENT OF EDUCATION

ML.1-4/2020/Edu

Dated: 20-01-2020

To: **Anam Naseem,**  
1501-MPhil/Edu/S18

*Checked  
&  
Received by  
Anam  
Naseem*

Subject: APPROVAL OF MPhil THESIS TOPIC AND SUPERVISOR

1. Reference to Minute Sheet No. ML.1-2/2020-Edu dated 02-1-2020, the Higher Authority has approved your topic and supervisor/s on the recommendation of Faculty Board of Studies vide its meeting held on 15<sup>th</sup> Oct 2019.

a. Supervisor's Name & Designation

Dr. Saira Nudrat  
Assistant Professor, Department of Education  
NUML, Islamabad.

b. Topic of Thesis


**A Gender Based Comparative Study of Organizational Citizenship Behaviour of University Teachers**

2. You may carry out research on the given topic under the guidance of your Supervisor/s and submit the thesis for further evaluation within the stipulated time. It is to inform you that your thesis should be submitted within the prescribed period by 31<sup>st</sup> Jan 2021 positively for further necessary action please.

3. As per policy of NUML, all MPhil/PhD theses are to be run through Turnitin by QEC of NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to thesis prior run by any other individual.

4. Thesis is to be prepared strictly on NUML's format that can be taken from the MPhil & PhD Coordinator, Department of Education.

Telephone No: 051-9265100-110 Ext: 2090  
E-mail: mdin@numl.edu.pk

  
**Dr. Hukam Dad Malik**  
Head,  
Department of Education

Cc to: Dr. Saira Nudrat

## APPENDIX B

### Cover Letter of Questionnaire



#### COVER LETTER

#### A GENDER BASED COMPARATIVE STUDY OF ORGANIZATIONAL CITIZENSHIP BEHAVIOUR OF UNIVERSITY TEACHERS

**Respected Sir/ Madam**

I am a student of M.Phil in Education at National University of Modern Languages, Islamabad and conducting a research on “A Gender Based Comparative Study of Organizational Citizenship Behaviour of University Teachers”.

Kindly assist me by spending few minutes on completing a questionnaire. There are two main parts of this questionnaire dealing with your demographic data and items related to five dimensions of Organizational Citizenship Behaviour. You are requested to give your responses against the options ranging from 1 to 5, indicating your preference of response from “strongly disagree” to “strongly agree”. It is assured you that your responses will be kept confidential and will not be disclosed to any person or authority.

Questionnaire is provided below. Your contribution towards this research is highly appreciated. Collected data will be used for research purpose only.

Anam Naseem

1501-MPhil/Edu/S18

M.Phil Scholar

National University of Modern  
Languages, Islamabad

## APPENDIX C

### Organizational Citizenship Behavior Questionnaire

Dear Sir/Madam,

I am conducting a research study on Organizational Citizenship Behavior in public universities of Islamabad. My aim is to obtain a true picture of the opinions of Faculty members of public universities of Islamabad, your views will help in conducting this research. Kindly reads the given statements carefully and tick the relevant option. The data hereby received will be kept confidential and used for research purpose only. Thank you so much for your cooperation.

#### Part-A

##### Demographic information

##### 1. Gender:

1	2
Male	Female

##### 2. University Name: \_\_\_\_\_

#### Part-B

##### Organizational Citizenship Behavior dimensions

Five scales have been given below against each statement, kindly tick the most appropriate according to your point of view.

Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
-----------------------	--------------	-------------	-----------	--------------------

S #	Statements	SD	D	N	A	SA
1.	I help others in their work load during my free time.	1	2	3	4	5
2.	I am always ready to help others who have been absent.	1	2	3	4	5
3.	I ignore other's who does not care about my work problems.	1	2	3	4	5
4.	Due to my heavy workload I am unable to help others.	1	2	3	4	5

5.	I spend extra time helping a co-worker prepare/edit/rehearse a presentation or paper.	1	2	3	4	5
6.	I give orientation to new people even though it is not required.	1	2	3	4	5
7.	Sometimes professional jealousy hinders me in helping others.	1	2	3	4	5
8.	It becomes difficult for me to resolve conflict between Co-workers due to lack of time.	1	2	3	4	5
9.	I consult others who might be affected by my actions or decisions.	1	2	3	4	5
10.	I carefully listen to co-workers problems and worries.	1	2	3	4	5
11.	I enjoy conflicts at my workplace.	1	2	3	4	5
12.	I take steps to try to prevent problems with others employees.	1	2	3	4	5
13.	I change my vacation schedule, working days or shifts to accommodate the needs of my co-workers.	1	2	3	4	5
14.	I bring eatables things for my co-workers.	1	2	3	4	5
15.	I notify others before taking important steps.	1	2	3	4	5
16.	I rarely complain about unimportant matters.	1	2	3	4	5
17.	I tend to make “mountains out of molehills” (make problems bigger than they are).	1	2	3	4	5
18.	I welcome good change without resistance.	1	2	3	4	5
19.	I complain about abuses that occur at workplace.	1	2	3	4	5
20.	I talk about quitting my job regularly.	1	2	3	4	5
21.	I always focus on positive side of the situation, rather than the negative side of it.	1	2	3	4	5
22.	Whenever I do something wrong, I accept my mistake.	1	2	3	4	5
23.	I am punctual in my job.	1	2	3	4	5
24.	I am unable to stay at university as per need of any further work.	1	2	3	4	5
25.	It is difficult for me to work for long hours in order to complete my task.	1	2	3	4	5
26.	I make efforts to arrange any additional departmental or university level event.	1	2	3	4	5
27.	I engage willingly in additional work activities.	1	2	3	4	5
28.	I voluntarily participate in extra work assignments.	1	2	3	4	5



29.	I keep abreast of changes in the university.	1	2	3	4	5
30.	I negate in offering suggestions to improve how work is done.	1	2	3	4	5
31.	I attend functions that are not required, but that helps the university image.	1	2	3	4	5
32.	I mostly fail to notice my departmental emails.	1	2	3	4	5
33.	I attend and participate in meetings regarding the organization.	1	2	3	4	5
34.	I “keeps up” with developments in the university.	1	2	3	4	5
35.	I like to give opinions in any departmental meeting or matters.	1	2	3	4	5
36.	Participate in organizing co-curricular activities such as functions, seminars and conferences etc.	1	2	3	4	5

## APPENDIX D

### Letter of Request for Validity



#### A GENDER BASED COMPARATIVE STUDY OF ORGANIZATIONAL CITIZENSHIP BEHAVIOUR OF UNIVERSITY TEACHERS

**Subject: Request for Validity Certificate**

**Respected Sir/ Madam**

I am Anam Naseem scholar of M.Phil Education at National University of Modern Languages, Islamabad and conducting a research on “A Gender Based Comparative Study of Organizational Citizenship Behaviour of University Teachers”.

#### **Objectives of the study**

1. To assess the Organizational Citizenship Behavior among university teachers.
2. To compare the Organizational Citizenship Behavior of faculty members based on gender.

The questionnaire has been developed in light of review of related literature by the researcher, having two parts, one is consisted of demographic data and other includes statements related to five dimensions of Organizational Citizenship Behaviour.

Kindly evaluate my questionnaire in terms of its content and construction, provide your valuable suggestions for its improvement and certify its validity by filling the certificate attached at the end of the document.

**Anam Naseem  
1501-MPhil/Edu/S18  
M.Phil Scholar  
Department of Education  
National University of Modern Languages,  
Islamabad**

## APPENDIX E

### Validity Certificate



#### Certificate of Validity

#### A GENDER BASED COMPARATIVE STUDY OF ORGANIZATIONAL CITIZENSHIP BEHAVIOUR OF UNIVERSITY TEACHERS

By Ms Anam Naseem

M.Phil Scholar, Faculty of Social Sciences, National University of Modern Languages, H-9,  
Islamabad, Pakistan.

This is to clarify that the questionnaire adapted by the scholar towards her thesis has been assessed by me and I find it to have been designed adequately to assess and compare the Organizational Citizenship Behaviour of teachers. The questionnaire has been organized in two major parts exploring respondent's demographic data and 5 dimensions of Organizational Citizenship Behaviour. Responses thus collected will aid treatment of the subject in a scientific matter.

It is considered that the research instrument, developed for the research above titled is according to the objectives and hypothesis of the research and can be used for data collection by the researcher with fair amount of confidence.

Name



Designation

AP (Education)

Institute

NUML

Signature

Dr. Quratul-Ain-Hina

## APPENDIX F

### Validity Certificate



#### Certificate of Validity

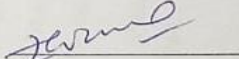
#### A GENDER BASED COMPARATIVE STUDY OF ORGANIZATIONAL CITIZENSHIP BEHAVIOUR OF UNIVERSITY TEACHERS

By Ms Anam Naseem

M.Phil Scholar, Faculty of Social Sciences, National University of Modern Languages, H-9,  
Islamabad, Pakistan.

This is to clarify that the questionnaire adapted by the scholar towards her thesis has been assessed by me and I find it to have been designed adequately to assess and compare the Organizational Citizenship Behaviour of teachers. The questionnaire has been organized in two major parts exploring respondent's demographic data and 5 dimensions of Organizational Citizenship Behaviour. Responses thus collected will aid treatment of the subject in a scientific matter.

It is considered that the research instrument, developed for the research above titled is according to the objectives and hypothesis of the research and can be used for data collection by the researcher with fair amount of confidence.

Name Dr Zarina Akhlaq  
Designation AP (Education)  
Institute NU, Islamabad  
Signature 

## APPENDIX G

### Validity Certificate



### Certificate of Validity

#### A GENDER BASED COMPARATIVE STUDY OF ORGANIZATIONAL CITIZENSHIP BEHAVIOUR OF UNIVERSITY TEACHERS

By Ms Anam Naseem

M.Phil Scholar, Faculty of Social Sciences, National University of Modern Languages, H-9, Islamabad,  
Pakistan.

This is to clarify that the questionnaire adapted by the scholar towards her thesis has been assessed by me and I find it to have been designed adequately to assess and compare the Organizational Citizenship Behaviour of teachers. The questionnaire has been organized in two major parts exploring respondent's demographic data and 5 dimensions of Organizational Citizenship Behaviour. Responses thus collected will aid treatment of the subject in a scientific matter.

It is considered that the research instrument, developed for the research above titled is according to the objectives and hypothesis of the research and can be used for data collection by the researcher with fair amount of confidence.

Name Dr. Fouzia Ajmal

Designation Assistant Professor

Institute Department of Education

International Islamic University Islamabad

Signature \_\_\_\_\_

*Fouzia Ajmal*

## APPENDIX H

### Permission Letter or Organizational Citizenship Behavior Scale



● **Anam Naseem** <anamnaseem29@yahoo.com>

To: zhangsuchuan@126.com



Thu, May 23, 2019 at 9:04 PM

Hello,

I am Anam Naseem, Mphil scholar from Pakistan, for my research study I want to use the research tool that you have used in the article titled as " Impact of Job Involvement on Organizational Citizenship Behaviors in China" Kindly share that tool as well as give me permission to use that, I shall be very thankful to you.

Regards,  
Anam Naseem



● **SUE FROM CHINA** <zhangsuchuan@126.com>

To: Anam Naseem



Fri, May 24, 2019 at 7:52 AM

Hi, Anam Naseem,

I send you ocb scale to you in this attachment. I hope you get succeeded in your research.

Regards,

Suchuan Zhang

## APPENDIX I

### List of Public Universities of Islamabad

Name	Sector	Chartered By	Discipline	Province	City
Air University	Public	Government of Pakistan	General	Islamabad Capital Territory	Islamabad
Allama Iqbal Open University	Public	Government of Pakistan	General	Islamabad Capital Territory	Islamabad
Bahria University	Public	Government of Pakistan	General	Islamabad Capital Territory	Islamabad
COMSATS Institute of Information Technology	Public	Government of Pakistan	General	Islamabad Capital Territory	Islamabad
Federal Urdu University of Arts, Sciences & Technology	Public	Government of Pakistan	General	Islamabad Capital Territory	Islamabad
Health Services Academy (HSA), Islamabad	Public	Government of Pakistan	Medical	Islamabad Capital Territory	Islamabad
Institute of Space Technology	Public	Government of Pakistan	General	Islamabad Capital Territory	Islamabad
International Islamic University	Public	Government of Pakistan	General	Islamabad Capital Territory	Islamabad
National Defense University	Public	Government of Pakistan	General	Islamabad Capital Territory	Islamabad
National University of Modern Languages	Public	Government of Pakistan	General	Islamabad Capital Territory	Islamabad
National University of Sciences & Technology	Public	Government of Pakistan	General	Islamabad Capital Territory	Islamabad
National University of Technology (NUTECH), Islamabad	Public	Government of Pakistan	Engineering & Technology	Islamabad Capital Territory	Islamabad
Pakistan Institute of Development Economics (PIDE)	Public	Government of Pakistan	General	Islamabad Capital Territory	Islamabad
Pakistan Institute of Engineering & Applied Sciences	Public	Government of Pakistan	General	Islamabad Capital Territory	Islamabad
Quaid-i-Azam University	Public	Government of Pakistan	General	Islamabad Capital Territory	Islamabad
Shaheed Zulfikar Ali Bhutto Medical University	Public	Government of Pakistan	Medical	Islamabad Capital Territory	Islamabad

**APPENDIX J**  
**Gender Wise Population Distribution**

<b>S#</b>	<b>University</b>	<b>Male</b>	<b>Female</b>
1.	National University of Modern Languages	68	93
		32	31
2.	International Islamic University Islamabad	174	116
		24	28
3.	Quaid -i- Azam University	49	53
		12	1
4.	Bahria University	19	35
		38	28
5.	COMSATS Institute of Information Technology	13	9
		57	31
6.	Federal Urdu University of Arts, Sciences &Technology	12	7
		30	14
7.	National University of Sciences & Technology	28	35
		33	21
8.	Pakistan Institute of Development Economics (PIDE)	41	13
9.	Allama Iqbal Open University	58	30
		15	8



10.	National Defence University	20	22
		10	8
11.	Air University		
		17	8
12.	National University of Engineering & Applied Sciences		
		18	7
Total	1366	768	598

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