

## Measuring Organizational Citizenship Behavior (OCB) as a Consequence of Organizational Climate (OC)

Madiha Rehman Farooqui

Faculty of Management Sciences, Virtual University of Pakistan

**Abstract:** The present study at hand aims to explore different dimensions of Organizational Climate (OC) and establishes its relationship with OCB. The effect of gender is also taken into account. This is an explanatory study based on 114 faculty members (lecturers) randomly selected from public sector universities of Lahore. Data is collected through an online questionnaire designed on five point likert scale. Data has been analyzed through both descriptive and inferential statistics. All the dimensions of the OC are found to be significantly related to OCB and gender has also an explanatory power towards OCB. The practical implications along with the recommendations for the future researchers are provide at the end of the study.

**Keywords:** Extra role behavior, job characteristics, leadership, organizational system, role characteristics

### INTRODUCTION

Good organizational citizens work hard for their organization and its mission. Research on citizenship behavior has produced some interesting insights in organizational settings (Organ, 1988; Organ and Ryan, 1995). Evidence has been found in the recent studies that Organizational Citizenship Behavior (OCB) is related to ethical behavior and also seems to confine the essence in employee performance. The concept of OCB has been studied in organizations for explaining their effective functioning and organizations are deemed to promote such behavior. In service-oriented organizations it was an unattended concept, although it has imperious implications in this sector. The literature supports the OCB's significance in the service organizations accompanied by the active participation and effective service delivery being its essential ingredients (Bettencourt, 1997; Podsakoff and MacKenzie, 1994). Although, the concept is particularly important in the service sectors and has been implemented in hospitals, restaurants and in many other organizations but until today the concept has been neglected in the context of schools (Cantrell *et al.*, 2001; DiPaola and Tschannen-Moran, 2001; DiPaola *et al.*, 2007; Jurewicz, 2004) and at the university level.

In the educational settings, research on OCB is a recent trend. As psychologists have assumed that to meet the new standards that have been set for schools, school personnel must go out of bounds of minimum performance standards of their duties. Similarly at the university level this is desired to increase the overall efficiency of the organization in terms of students' satisfaction and performance. Therefore this study is intended to apply the concept of OCB in University

context in Pakistan so that it can be seen that to what extent faculty of public sector universities exhibit OCB.

The body of literature on OCB has used a variety of terms for describing the preferable employees' mentality. Van Dyne and Ang (1995) called it extra role behavior, organizational spontaneity and support for collective interests over individual interests are other names given to it (George and Mallery, 2003). Most of these concepts denoted the fact that the organizational effectiveness is expected when employees are proactive and benevolent. This is an informal kind of behavior that is desirable by the organization and is also called "good soldier syndrome". It generally includes pro social behaviors including punctuality, helping others and innovating and volunteering (Organ, 1988). This special behavior has become a lively research field investigated by organizational sociologists, psychologists and management researchers. However, most of the studies appear to deal with the phenomenon from a behavioral/functional perspective. Studies have shown that organizational variables have the high explanatory power for OCB. The most common predictors are found to be job satisfaction and organizational commitment (Van Dyne and Ang, 1995), Leadership behaviors and role perceptions (Podsakoff *et al.*, 2000) and individual dispositions. These variables constitute organizational climate and explain OCB holistically also. Organizational climate and organizational culture are often taken as the synonyms. But theoretically they have been proven as the distinct terms. This distinction is significant as it can be truly said that Organizational climate is the circumstance or condition under which organization culture builds up. For a culture to be richer in terms of shared beliefs, it is essential for the organizational climate to be more conducive. Organizational climate is just like the ordinary

weather conditions that can be favorable or unfavorable for say agriculture and like. It is a condition that has long-term effects on the culture of the organization and it helps a culture to develop in the organization. If the organizational climate is contingent only then a positive culture develops. If the development of the culture is dependent on the organizational climate, the components of the culture will also be built up through these conditions.

This study is intended to measure only one major aspect of the organizational culture that is citizenship behavior in faculty members of public sector universities that is affected by a number of the characteristics of the organizational climate. Survey method is being used to get the results. All levels of the permanent teachers having the experience of at least one year are surveyed so that they can give the clear and true picture of the climate prevailing in their respective universities. It is expected that more positive the perception about the organizational climate, more probable be the employee's citizenship behavior.

**Objectives of the study:** The objectives pertaining to this study are:

- To evaluate the perception of the teachers about different dimensions of the organizational climate
- To determine the extent to which individuals exhibit the citizenship behavior
- To determine the relationship between dimensions of organizational climate and citizenship behavior

**Significance of the study:** The study is conducted in the times when private sector universities are going a step ahead in the form of the highly technological labs and improved infrastructure and posing a challenge on the public universities for maintaining their status and rankings as the leading universities. Higher Education Commission (HEC) in Pakistan has developed a criterion for ranking universities in different domains. Faculty is one of the significant factors among them and their profiles are playing substantial role in ranking. Therefore the major challenge for the public and private universities is to retain their competent faculty members and to provide them an environment that induces faculty so that they not only remain loyal but go an extra mile for their university. Hence faculty psychological and behavioural dimensions are important to study so that their implications can be anticipated in the long run.

This study explores the perceived factors of the climate and it will be helpful in improving the factors that is perceived as unfavorable to the employees. The deeper insight of the citizenship behavior can also be used in the future studies to examine its impact on the organizational effectiveness. This study also indirectly explores the satisfaction and motivation level of the employees by the

examination of their voluntary behavior and their willingness to participate informally in the organization.

## LITERATURE REVIEW

Over the years, the topic of Organizational Citizenship Behavior (OCB) has generated a considerable amount of scholarly attention. OCB has been defined as individual behavior that promotes the goals of the organization by contributing to its social and psychological environment (Organ, 1997; Rotundo and Sackett, 2002). It has been studied in a variety of domains and disciplines like human resources management, marketing, economics etc. This widespread interest in OCB primarily stems from the fact that OCB leads to improved organizational effectiveness in the long term (Podsakoff *et al.*, 1997; Podsakoff and MacKenzie, 1994).

This concept has its roots from work of Chester Bernard. In the 1930s, Bernard observed the phenomena of Organizational Citizenship Behavior (OCB) and he later called it as "extra role behavior" (Barnard, 1938). Katz and Kahn (1966) defined supra-role behaviors that improve the effectiveness of the organization. In the words of Katz and Kahn (1966) OCB, "includes any gestures that lubricate the social machinery of the organization and do not directly adhere to the usual notion of task performance". Katz and Kahn (1966) coined the term "citizenship" to represent the workers that displayed these extra-role behaviors. Managers and executives value employees who display "citizenship behavior". It is critical to clearly differentiate between in-role and extra-role behaviors at work. In role behavior is the formal role and responsibility of the employee whereas extra role behavior is the "innovative and spontaneous behavior". Extra-role behaviors include the roles and behaviors that improve the overall organizational effectiveness and goodwill (Bateman and Organ, 1983). Helping new comers to orient in the organization, not usurping the rights of others and being friendly to the customers can be quoted as the example of the extra role behavior. Research on OCB has benefited greatly from Organ (1988) conceptualization of OCB as consisting of five distinct factors: Altruism (e.g., helping specific individuals), Conscientiousness (e.g., going beyond minimally required levels of attendance), Sportsmanship (e.g., tolerating the inevitable inconveniences of work without complaining), Courtesy (e.g., informing others to prevent the occurrence of work-related problems) and Civic Virtue (e.g., participating in and being concerned about the life of the company). Thus, Organ and Lingl (1995) theorized that in-role and extra-role behaviors are influenced by different motivational dynamics.

This behavior is important in every type of the job behavior but there are certain professions whose superiority and complexity demand OCB more than the other professions. In educational sector, teaching is one of

the most significant OCB-demanding professions. There are substantive literature that signifies that teachers consistently go beyond the minimum job descriptions and demonstrate goodwill, smooth functioning and efficiency of school organizations. Teachers go an extra mile to suggest ways and help students in their personal and academic problems. The study of the OCB should be conducted by keeping in view the cultural context also. Podsakoff *et al.* (2000) cautioned that “cultural context may affect the forms of citizenship behavior observed in organizations” (p. 556). Therefore, this study aims to contribute to the growing number of international and context specified studies on OCB by investigating the dimensionality of a specific OCB measure as an outcome of one of the major antecedents: organizational climate which constitutes many organizational variables. In addition, this study examines the relationship between the different dimensions of the two variables.

A wide range of tasks, organizational and leadership characteristics are consistently found to predict different types of OCB across different occupations (Podsakoff *et al.*, 2000). There has been a considerable research for the reliable and significant predictors of OCB. Personality (Organ, 1990; Organ and Lingl, 1995; Penner *et al.*, 1997) procedural justice (Moorman, 1993; Aquino, 1995; Skarlicki and Latham, 1996; Farh *et al.*, 1997; Schappe, 1998), leadership characteristics (Deluga, 1995; Podsakoff *et al.*, 1996), motivational theories (Kemery *et al.*, 1996; Tang and Ibrahim, 1998) and interview styles (Skarlicki and Latham, 1996) are some of the dominating predictors of OCB. Most of these studies provided relatively questions rather than the answers, with small correlation values and little variance accounted for in the data (Barbuto *et al.*, 2000). Smith *et al.* (1983) and Bateman and Organ (1983) conducted the first research on the antecedents of OCB and found job satisfaction to be the most reliable predictor. Though after two decades, job satisfaction is the leading predictor of OCB (Organ, 1997) but job satisfaction itself is a challenging and problematic construct to be measured precisely (Deluga, 1995; Penner *et al.*, 1997). Hence this implies the two dimensional relationship between the variables. But this study considers the various organizational variables commonly found in literature predicting employee's willingness to engage in OCB and the hybrid term being used is the organizational climate.

The very first account of organizational climate is found in the study of Lewin *et al.* (1939) but surprisingly the authors were unable to lay down a clear conceptual framework for organizational climate. Climate was again mentioned by Fleishman (1953) in which he discussed the development of leadership attitude and its implication through the measurement of behavioral scales but still was unable to explain climate as a construct. The clearer definition of climate was first presented by Argyris (1958) in terms of organizational policies and procedure, norms

and values held by employees and their personalities. McGregor (1960) elaborated the concept and argued that the climate is mainly determined by the managerial assumptions and the interpersonal relationship between the managers and their subordinates. The measurement of organizational climate was still missing. Further in late 70s scholars started differentiating climate from the culture and found that climate is more dependent on perceptions rather than assumptions. Forehand and Von Gilmer (1964) defined Organizational Climate as a “set of characteristics that (a) describe the organization and distinguish it from other organizations (b) are relatively enduring over time and (c) influence the behavior of people in the organization”. Gregopoulos (1965) defined Organizational Climate as a “normative structure of attitudes and behavioral standards which provided a basis for interpreting the situations and act as a source of pressure for directing activities”. A very comprehensive framework was devised by Litwin and stringer (1966) and provided six dimensions of organizational climate that included:

- Structure
- Responsibility
- Reward
- Risk
- Warmth
- Support

**Theoretical framework:** Organizational Citizenship Behavior (OCB) is the main variable of interest in which the variance is attempted to be explained by different dimensions of organizational climate. It is assumed that more conducive the organizational climate, greater the probability that teachers will exhibit citizenship behavior to a greater extent. Main dimensions of the organizational climate included in this study are workplace relationships, leadership characteristics, organization system, role characteristics and job characteristics.

In the organizational climate it is the quality of a teacher's relationship with the leader that matters a lot (Podsakoff *et al.*, 2000). The quality of the relationship between a subordinate and the leader is described as Leader-Member exchange (LMX) and has a significant effect on the workplace relationship. If the management is supportive and have an ability to facilitate the teachers work then it will have a positive impact on workplace relationship. Supportive management not only aids peer cohesion but also give chances for creativity. Another dimension of leadership that is also positively related to OCB is the leaders' contingent reward behaviors which refer to expressing satisfaction or appreciation for good performance (Podsakoff *et al.*, 2000). If management appreciates teachers then there will be a positive relationship between them.

**Proposition 1:** Leadership support and healthy workplace relationships positively affect OCB in teachers

If management is supportive then it encourages teachers to share their knowledge and experience with the others. This further enhances peer cohesion and helping behavior among teachers. In this regard University offers workshops and seminars not only to develop teachers but also to encourage healthy workplace relationships. This means that when teachers share their knowledge they create a facilitating environment. With the healthy relationships teachers are more cohesive and are willing to help each other. This creates altruism in them. This means that if teachers are friendly and corporative with each other they will likely to help each other and take personal interest in other teachers. They then punctually seek and ask for help when needed. With the facilitating work environment senior teachers like to support and guide the junior teachers by taking persona interest. In turn junior teachers not only help others but also facilitate students.

**Proposition 2:** Healthy workplace relationship positively affects OCB in teachers

Leadership style of management is also reflected in the organizational systems. As leadership characteristics of the management focus on the qualities associated or traits associated with organizational members and leaders, these qualities also influence the rewards and control system in organization. If top management believes in evenhandedness then the rewards systems are designed to ensure fairness in the organization. If there is support from the leaders and fairness of the rewards system teachers will remain loyal to the organization. If teachers are fairly rewarded and are often appreciated for their efficient work teachers perceive that they are valued and encouraged. Hence they remain loyal to their organization. Equity in the organization through leadership style and rewards system develops a sense of respect among teachers for the organization. If teachers are loyal then they also promote it outside the organization.

If management maintains an adequate control that is not perceived to be interfering and set clear goals then they will also comply with the rules of the organization. This implies that the more fair and clear the reward and control system in an organization the more compliance teachers have towards the system. Such kind of fairness and clarity from the top level creates a culture that enhances teacher willingness to work better and to for extra mile work that is citizenship behavior.

**Proposition 3:** Fair rewards and control systems in the organization leads to OCB among teachers

Conformity with the organizational rules and regulation give rise to willingness to bear more burdens.

This implies that if teachers feel that the organizational rules and regulations are clear and fair then they can take responsibilities more that it is expected of them and can bear some problems. Because in that case they will be sure that their extra responsibility will be rewarded and appreciated. Any inconvenience in the work can then be tolerated.

Clarity of goals and system ensure that teachers are clear of what is expected of them. This leads to clear role perceptions and hence teachers will not face role ambiguity and role conflict. This can also be interpreted as if the leaders communicate the standards of the rewards system and are very clear in terms of goals; teachers will know that to what extent they have to work to meet the required performance standards.

This implies that if the teachers have no role ambiguity and he clearly know that what is expected of them it will give them a clear understanding of the job characteristics and then they have reduced work pressure. Moreover communications channel also smoothen the perception of the roles in the teachers. Once there is the clarity of the role and clear communication between the teachers and management, teachers can perform job more efficiently and it also reduce the amount of tension of work. If teachers have less work pressure and have autonomy in terms of self sufficiency then they can exhibit citizenship behavior. Once teachers have the autonomy they can help other workers by giving them new ideas. They can take initiative not only to help other people but also improve their own task with persisting enthusiasm. Moreover they feel empowered if their suggestions are entertained by the management. On the other hand if the teachers realize that his or her work is important for the organization then they can also take an initiative to go for OCB. A climate that is characterized by job autonomy and role clarity develop willingness in the teachers to go beyond contractual job requirement.

**Proposition 4:** Role clarity and the job characteristics generate OCB in the teachers

Hence the dimensions of the organizational climate lead to the citizenship behavior. Supportive leadership promotes workplace relations and it influences the organizational systems. More the top management believes in equality and justice, more the organizational system in the form of rewards and control system guarantees fairness. Just organizational system leads to the role clarity and then less ambiguity in roles develop importance of the job for the teachers.

From this it is implied that healthy workplace relationships lead to altruistic behavior and fairness of rewards system and clarity of goals lead to the sportsmanship. Positive perception about the job and clarity of roles make teachers willing to take initiative for

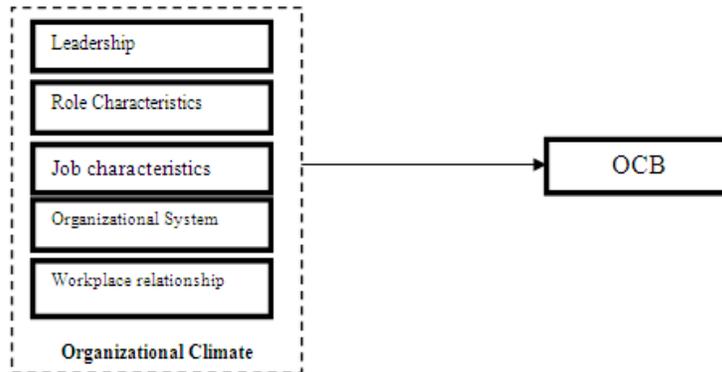


Fig. 1: Schematic diagram of the study

helping others. If teachers have a positive perception about leaders support and organizational justice then the teachers not only conform with the rules and regulation of the organizational but also exhibit loyal boosterism. Hence a supportive organizational climate leads to OCB. Hence the complete theoretical framework can be demonstrated in the Fig. 1:

On the basis of above theoretical discussion we can deduce the following hypothesis:

**Research hypothesis:**

**H<sub>1</sub>:** Favorable organizational climate induces teachers to exhibit citizenship behavior. In other words there is expected to be a positive relationship between the two variables.

**H<sub>2</sub>:** Gender and organizational citizenship behavior are related to each other

**RESEARCH METHODOLOGY**

This is the explanatory research study based on the survey method which measures the relationship between organizational climate and organizational citizenship behavior in the faculty members of the public universities based in Lahore, Pakistan. Total population for this study is all level of permanent and contractual faculty members serving at the lecture level. Random sampling is being used as the complete list of the lectures is available for the study. One hundred and fifty respondents were initially selected for the study out of which only 114 (76%) responded. Teachers having at least two years of experience are selected in the sample. Online questionnaire containing 48 items is for the collection of quantitative data. Items of the questionnaire are measured on a 5 point Likert scale. The anchors are: The Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4) and Strongly Agree (5). All items in the questionnaire are coded. Each item is assigned a weight. These items are

Table 1: Reliability analysis

Factor	Cronbach alpha value	George and Mallery (2003) thumb rule
Leadership characteristics	0.621	Mediocre
Workplace relationship	0.709	Acceptable
Organizational system	0.819	Good
Job characteristics	0.707	Acceptable
Role characteristics	0.797	Acceptable
Rewards	0.850	Good
Overall	0.951	Excellent

Table 2: Descriptive statistics

	N	Mean	Std. deviation	CV (%)
OCB	114	3.5502	0.04106	1.16
Leadership	114	3.7105	0.08582	2.31
Workplace	114	3.6382	0.09278	2.55
Organizational system	114	3.8827	0.00738	0.19
Job characteristics	114	3.0526	0.07465	2.45
Role characteristics	114	4.4060	0.08372	1.90
Valid N (list wise)	114			

Results from SPSS output

coded by using the actual number circled by the respondent except the reverse questions. Reverse questions are coded reversely like: The Strongly Disagree (5), Disagree (4), Neutral (3), Agree (2) and Strongly Agree (1). For example if the respondent has circled 4 then data entered is 2 and so on. Statistical Software Package for Social Scientists (SPSS version 16), has been used for the reliability test (Cronbach’s alpha) and results were obtained. Table 1 shows the Cronbach alpha for the variables

From Table 1 it is evident that the questionnaire is reliable and all the factors except the leadership characteristics ( $\alpha = 0.621$ ) meet the acceptable criteria of cronbach alpha ( $\alpha > 0.70$ ). No such item is deleted as the alpha value of leadership items is not that much low that will create problem in the generalizability of the questionnaire. The overall reliability coefficient for the questionnaire appears to be 0.951 that validated the questionnaire against the reliability measure to be excellent (George and Mallery, 2003). Descriptive analysis including frequencies, mean and standard

Table 3: Correlations

		OCB	Leadership	Role characteristics	Workplace relationships	Organizational system	Job characteristics
OCB	Pearson correlation	1	0.724**	0.758**	0.684**	0.601**	0.717**
	Sig. (2-tailed)		0.000	0.000	0.000	0.000	0.000
	N	114	114	114	114	114	114
Leadership	Pearson correlation	0.724**	1	0.881**	0.791**	0.811**	0.706**
	Sig. (2-tailed)	0.000		0.000	0.000	0.000	0.000
	N	114	114	114	114	114	114
Role characteristics	Pearson correlation	0.758**	0.881**	1	0.945**	0.879**	0.916**
	Sig. (2-tailed)	0.000	0.000		0.000	0.000	0.000
	N	114	114	114	114	114	114
Workplace relationships	Pearson correlation	0.684**	0.791**	0.945**	1	0.834**	0.869**
	Sig. (2-tailed)	0.000	0.000	0.000		0.000	0.000
	N	114	114	114	114	114	114
Organizational system	Pearson correlation	0.601**	0.811**	0.879**	0.834**	1	0.791**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000		0.000
	N	114	114	114	114	114	114
Job characteristics	Pearson correlation	0.717**	0.706**	0.916**	0.869**	0.791**	1
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	
	N	114	114	114	114	114	114

\*\* Correlation is significant at the 0.01 level (2-tailed) Results from SPSS output

deviation are used to study the sample characteristics. Correlation analysis is being used to determine the extent to which the different factors of POS relate to OCB.

### FINDINGS AND DISCUSSION

This section elaborates the analysis of the different dimensions of the organizational climate and their relationship with the Organizational Citizenship Behavior (OCB). OCB has been assessed with respect to the gender also through t- test.

Table 2 of descriptive statistics reveals that the respondents have the moderate inclination towards the factors of OC with small deviations from the mean. Coefficient of variation (CV) gives the rough idea that which factor has received most favorable response from the respondents. Although role characteristics yielded higher mean as compared to the other factors but CV shows that the most favorable factor is organizational system.

As per the correlation results in Table 3, it is evident that all correlation values appear to be significant at 0.01 level. Hence it can be said that different dimensions of the organizational climate are not only significantly related to OCB but are also positively related to each other. The strongest correlation value is 0.758 between OCB and role characteristics that signifies that the more favorable a teacher on the role characteristics more he/she appears to exhibit OCB. This is also evident in university setting that if a faculty member has diverse roles in the form of coordinator or administrator in addition to teaching tasks more a teacher feels acknowledged and comfortable in extending a helping hand on different occasions. Other dimensions (Leadership, workplace relationships and organizational system and job characteristics) of organizational climate also have significantly stronger

relationships with OCB. By examining the relationships between dimensions of organizational climate, some interesting findings are drawn. Leadership style appears to be strongly related to other dimensions that is an obvious situation for the university settings. A facilitative head of the department steer the departmental activities in a harmonious way and faculty tends to conform and feel comfortable. The more a leader is clear in terms of his/her own role the more he/she can communicate the role expectations to the other faculty members. These are the common practices in the university also where the directors hold frequent meetings with the faculty members. Leadership style is strongly related to the OCB that is strongly supported by the literature (Podsakoff and MacKenzie, 1996). Role characteristics tend to strongly correlate with the workplace relationships with the highest correlation value of 0.945. This indicates that more the faculty members have different roles and adapt various responsibilities the more they have interaction with the other faculty members. These faculty members tend to be more social and better accompany the other members. Though moderately related to OCB, organizational system has the lowest correlation value with OCB (0.601). This indicates that the prevalence of the check and balance and reward systems does not strongly endorse extra role behavior in the faculty members. This finding can be attributed to the essence of OCB that it's not the on job responsibility or mandatory activity that the faculty members being paid for. This behavior is voluntary and mostly depends upon the interpersonal skills, workplace environment and the opportunities to exhibit such behaviors. However the fairness in the organizational system endorses faculty members to better perform their roles as supported by the correlation value 0.879. Hence as a snapshot it can be affirmed that organizational climate being composed of different concepts is most

Table 4: Group statistics

		Gender	OCB
Gender	Pearson correlation	1	0.778**
	Sig. (2-tailed)		0.000
	N	114	114
OCB	Pearson correlation	0.778**	1
	Sig. (2-tailed)	0.000	
	N	114	114

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

Table 5: Group statistics

	Gender	N	Mean	SD	SEM.
OCB	female	37	55.6486	5.62344	0.92449
	male	77	67.8701	4.13697	0.47145

Results from SPSS output

likely to relate with the organizational citizenship behavior and it is the strong interlinkage of these dimensions that compel or encourage a faculty member to go beyond their formal roles and responsibilities. Hence the social exchange theory appears to explain the relationship at its best. The more an employee perceive the organization as caring, fair and comfortable, more he/she will be ready to go for extra mile to help the other employees and remain committed to the organization. These findings are supported with the social exchange theory and many scholars have also ratified this relationship (Shu-Jen and Shu-Cheng, 2011). Expectancy model also explain this phenomenon that employees act and perform their roles and duties on the basis of the assessment they make of the organizational environment.

From Table 4 it is evident that gender has appeared to be an important explanatory factor for the citizenship behavior. In the studies it has been argued that some dimensions of OCB are found in male (civic virtue) while some dimensions (altruism) are more exhibited by female counterparts (Heilman and Chen, 2005). From the correlation coefficient 0.778 in Table 4, it is clear that the gender has a significantly strong relationship with citizenship behavior. However it is also asserted by the literature that gender has more moderation affect in organizational studies.

In order to further explore that whether there is any difference between the OCB level of male and female independent t-test has been conducted and the results are found as shown in Table 5 and 6.

Table 6: Independent samples test

		Levene's test for equality of variances		t-test for equality of means			95% confidence interval of the difference			
		F	Sig.	t	df	Sig. (2-tailed)	mean difference	Std. error difference	lower	upper
OCB	Equal variances assumed	2.866	0.093	-13.092	112	0.000	-12.22148	0.93350	-14.07109	-10.37187
	Equal variances not assumed			-11.777	55.385	0.000	-12.22148	1.03776	-14.30087	-10.14209

Results from SPSS output

As shown in Table 6, the p value of the Levene test (0.093) is greater than significance level (0.05) hence the equal variances are assumed. As per the analysis that gender wise what is the OCB level of the faculty members, it is revealed that male faculty member significantly exhibit more citizenship behavior than female faculty members. Hence the descriptive obtained in Table 5 is truly revealing that the level of OCB is found to be greater in males than the counterparts. The results are likely to give the actual picture of the conventional university settings. Female faculty members are less likely to involve in extra responsibilities because of the family responsibilities and less networking at the workplace. Most male faculty members are found to have late sittings at the office and are more likely to be available after the office hours also. Literature provides evidences that females are more likely to exhibit OCB than males (Farrell and Finkelstein, 2007) but this study reveals that men are more likely to engage in extra role behaviors than female. The relationship may vary with the type of the organization an employee is working in. Although it would be interesting to note that on which dimensions of OCB men are more inclined. This may be due to the reason that there are more men in the public sector universities.

### CONCLUSION AND RECOMMENDATIONS

As per the results and the analysis in the discussion section it is evident that organizational climate is likely to have significant impact on the organizational citizenship behavior. All the dimensions of the organizational climate are significantly and positively related to each other as well as to OCB (Table 3). This finding is also supported by the literature also. All sub-constructs of the organizational climate individually as well as holistically encourage faculty members to exhibit citizenship behavior. Role characteristics appear to have significantly stronger relationship with OCB.

On the closer analysis of OCB it has become evident that gender has also appeared to have imperious implications on it. Gender is also strongly related to the level a faculty member exhibit OCB. There is also relatively more citizenship behavior reported by male

faculty member than the female counterparts (Table 6). This finding is interesting to discuss and the reason can be attributed to the organizational profile variables that can be studied to further elaborate this study.

The present study has established a framework that is found to be interlinked with the existing literature also. However this study attempts to provide some methodical and practical recommendations that may help the future researchers and scholars in various respects. First of all it can be suggested that the effect of other demographic variables like designation, tenure, age, emotional intelligence level should be considered while explaining the citizenship behavior. The comparative research between the private and public sector universities can be carried out for further reconnoiter of the difference in the constructs. Demographic variables can be taken as the moderators to see whether they can influence the relationship between the variables or not.

One of the commendable points that can be drawn from the study is that OCB may have a cyclical effect on OC hence it should be taken as the causal variable. It will be interesting to find that whether there is a possibility that extra role behaviors of the faculty members can create a conducive organizational climate or not.

From the practical point of view this study establishes that there is a significant relationship between the organizational climate and OCB so it's the core responsibility on the part of the organization to maintain an harmonious environment so that the employees not only perform their main roles but also extend an helping hand to the organization in the form of OCB. In public sector, internal politics is likely to prevail that may hinder the efficient functioning of the organization as well as affect the individual employee performance. Hence it's the leadership role to closely monitor the activities and functioning and ensure harmony and peaceful environment by providing fair and just policies and procedures.

## REFERENCES

- Aquino, K., 1995. Relationships between pay inequity, perceptions of procedural justice and organizational citizenship. *Emp. Responsib. Rights J.*, 8: 21-33.
- Argyris, C., 1958. Some problems in conceptualizing organizational climate: A case study of a bank. *Admin. Sci. Quart.*, 2: 501-520.
- Barbuto, J.E., S.M. Fritz and D. Marx, 2000. A field study of two measures of work motivation for predicting leaders' transformational behaviors. *Psychol. Rep.*, 86: 295-300.
- Barnard, C.I., 1938. *The Functions of the Executive*. Harvard University Press, Cambridge, Mass.
- Bateman, T.S. and D.W. Organ, 1983. Job satisfaction and the good soldier: The relationship between affect and employee citizenship. *Acad. Manage. J.*, 26: 587-595.
- Bettencourt, L.A., 1997. Customer voluntary performance: Customers as partners in service delivery. *J. Retailing*, 73: 383-406.
- Cantrell, S.M., N. Lyon, R. Valdes, J. White, A. Recio and L.U. Matsum, 2001. Pilot study report: The local district performance measures (Tech. Report for the Los Angeles Unified School District). Los Angeles, CA.
- Deluga, R.W., 1995. Supervisor trust building, leader-member exchange and organizational citizenship behavior. *J. Occup. Organ. Psych.*, 67: 315-326.
- DiPaola, M.F. and M. Tschannen-Moran, 2001. Organizational citizenship behavior in schools and its relationship to school climate. *J. School Leadership*, 11: 424-447.
- DiPaola, M.F., C.J. Tarter and W.K. Hoy, 2007. Measuring organizational citizenship of schools. In M.F. DiPaola and W.K. Hoy (Eds.), *Essential ideas for the reform of American schools Information Age Publishing*, Charlotte, NC, pp: 227-250.
- Farh, J.L., P.C. Earley and S.C. Lin, 1997. Impetus for action: A cultural analysis of justice and organizational citizenship behavior in Chinese society. *Admin. Sci. Quart.*, 42: 421-444.
- Farrell, S. and L. Finkelstein, 2007. Organizational citizenship behavior and gender: Expectations and attributions for performance. *North Am. J. Psychol.*, 9: 81-96.
- Fleishman, E.A., 1953. Leadership climate, human relations training and supervisory behavior, *Pers. Psychol.*, 6: 205-222.
- Forehand, G. and B. Von Gilmer, 1964. Environmental variations in studies of organizational behavior. *Psychol. Bull.*, 62: 362-381.
- George, D. and P. Mallery, 2003. *SPSS for Windows Step by Step: A Simple Guide and Reference*. 11.0 update. 4th Edn., Allyn and Bacon, Boston.
- Gregopoulos, B., 1965. Normative structure variables and organizational behavior. *Hum. Relat.*, 18: 115-170.
- Heilman, M. and J. Chen, 2005. Same behavior, difference consequences: Reactions to men's and women's altruistic citizenship behavior. *J. Appl. Psychol.*, 90: 431-441.
- Jurewicz, M.M., 2004. Organizational citizenship behaviors of middle school teachers: A study of their relationship to school climate and student achievement. Unpublished Ph.D. Thesis, College of William and Mary, Williamsburg, VA.
- Katz, O. and R.L. Kahn, 1966. *The Social Psychology of Organizations*. New York, Wiley.
- Kemery, E.R., A.G. Bedeian and S.R. Zacur, 1996. Expectancy-based job cognitions and job affects as predictors of organizational citizenship behavior. *J. Appl. Soc. Psychol.*, 26: 635-651.

- Lewin, K., R. Lippit and R.K. White, 1939. Patterns of Aggressive behavior in experimentally created 'Social Climate. *J. Soc. Psychol.*, 10: 271-290.
- Litwin, G.H. and R.A. stringer, 1966. *Motivation and Organizational Climate* (Division of Research, Harvard Business School). Boston, MA
- Mcgregor, D., 1960. *The Human Side of Enterprise*. McGraw-Hill, New York
- Moorman, R.H., 1993. The influence of cognitive and affective based job satisfaction measures on the relationship between satisfaction and organizational citizenship behavior. *Hum. Relat.*, 46: 759-776.
- Organ, D.W., 1988. *Organizational Citizenship Behavior - The Good Soldier Syndrome*. 1st Edn., D.C. Heath and Co. Lexington, Massachusetts/Toronto.
- Organ, D.W., 1990. The Motivational Basis of Organizational Citizenship Behavior. In B.M. Staw and L.L. Cummings (Eds.) *Research in Organizational Behavior*, JAI Press, CT Greenwich 12, pp: 43-72.
- Organ, D.W., 1997. Organizational citizenship behavior: It's construct clean-up time. *Hum. Perform.*, 10:85-97.
- Organ, D.W. and A. Lingl, 1995. Personality, satisfaction and organizational citizenship behavior. *J. Soc. Psychol.*, 135(3): 339-350.
- Organ, D.W. and K. Ryan, 1995. A meta-analytic review of attitudinal and dispositional predictors' of organizational citizenship behavior. *Pers. Psychol.*, 48: 775-802.
- Penner, L.A., A.R. Midili and J. Kegelmeyer, 1997. Beyond job attitudes: A personality and social psychology perspective on the causes of organizational citizenship behavior. *Hum. Perform.*, 10(2): 111-131.
- Podsakoff, P.M., M. Ahearne and S.B. MacKenzie, 1997. Organizational citizenship behavior and the quantity and quality of work group performance. *J. Appl. Psychol.*, 82: 262-270.
- Podsakoff, P.M., S.B. MacKenzie and W.H. Bommer, 1996. Transformational leader behaviors and substitutes for leadership as determinants of employee satisfaction, commitment, trust and organizational citizenship behavior. *J. Marketing*, 22: 259-298.
- Podsakoff, P.M. and S.B. MacKenzie, 1994. Organizational Citizenship Behavior and Sales Unit Effectiveness. *J. Marketing Res.*, 31(8): 351-368.
- Podsakoff, P., S. MacKenzie, B. Paine and D. Bachrach, 2000. Organizational citizenship behavior: A critical review of the theoretical and empirical literature and suggestions for future research. *J. Manage.*, 26(3): 513-563.
- Rotundo, M. and P.R. Sackett, 2002. The relative importance of task, citizenship and counterproductive performance to global ratings of job performance: A policy-capturing approach. *J. Appl. Psychol.*, 87: 66-80.
- Schappe, S.P., 1998. The influence of job satisfaction, organizational commitment and fairness perceptions on organizational citizenship behavior. *J. Psychol.*, 132: 277-290.
- Shu-Jen L. and L. Shu-Cheng, 2011. A demographic study of information technology professionals' organizational citizenship behavior. *J. Manage. Res.*, 3(2).
- Skarlicki, D.P. and G.P. Latham, 1996. Increasing citizenship behavior within a labor union: A test of organizational justice theory. *J. Appl. Psychol.*, 81: 161-169.
- Smith, C.A., D.W. Organ and J.P. Near, 1983. Organizational citizenship behavior: Its nature and antecedents. *J. Appl. Psychol.*, 68: 653-663.
- Tang, T.L.P. and A.H.S. Ibrahim, 1998. Antecedents of organizational citizenship behavior: public personnel in the United States and in the Middle East. *Public Pers. Manage.*, 27: 529-548.
- Van Dyne, L. and S. Ang, 1995. Organizational citizenship behavior of contingent workers in Singapore. *Acad. Manage. J.*, 41: 692-703.