

ORGANIZATIONAL CITIZENSHIP BEHAVIOR AND SATISFACTION WITH COWORKERS AMONG BULGARIAN TEACHING STAFF

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Abstract

The aim of this study is to analyze the relationships between organizational citizenship behavior and the acts of support and trust, and formal relationships in the workplace, among teaching staff in Bulgarian secondary schools and vocational schools. The sample of the study consisted of 127 Bulgarian teachers. Research tools include Organizational Citizenship Behavior Checklist (OCB-C) created by Suzy Fox and Paul E. Spector (2011) and Scale for satisfaction with coworkers (with subscales Support, Trust and Formal relationships) from Questionnaire measuring job satisfaction, developed by Radoslavova (2005). The results revealed a statistically significant positive correlation between OCB and the components of satisfaction with coworkers such as support, trust, and working formal relationships. By providing original data, this study may contribute to the development of knowledge on OCB in Bulgarian teaching context.

Key words: *effective work environment, organizational citizenship behavior, teaching staff.*

Introduction

Nowadays pedagogical staff is facing new challenges and requirements that are not only related to their professional skills, but also with the social skills they possess. The function of the teachers and school principals is directly related not only with execution of their tasks, but with the ability to convey social experience to their students that would help them to build more stable and meaningful social relationships in the school environment and in life, in general. Professional culture of educational institutions, and in particular, the nature of teachers' work suggests a high degree of social responsibility, humanity and pro-social actions.

Definition and Dimensions of Organizational Citizenship Behavior (OCB)

Dennis Organ who coined the term "Organizational Citizenship Behavior" (OCB) defined it as individual behavior that is recognized by the formal reward system, and that promotes the effective functioning of the organization (Organ, 1997). In the literature there is no consensus on the dimensions of OCB - Courtesy, Conscientiousness (Organ, 1997); Helping Behavior, Sportsmanship, Organizational Loyalty, Organizational Compliance, Individual Initiative, Civic Virtue, Self Development (Podsakoff, MacKenzie, Paine & Bachrach, 2000); Altruism (Polat, 2009).

Helping behavior implies helping coworkers to resolve difficulties at work. Sportsmanship - the act of maintaining a positive attitude when things do not turn out as desired. Organizational loyalty, which consists of protecting the organization from external threats, commitment to the organization and upholding its goals. Organizational Compliance/obedience, understood as the acceptance from the person the rules, norms, and procedures of the organization. Individual initiative, which implies creativity, innovation acquires new skills to improve personal performance of the organizational tasks. Civic virtue, characterized by employees' participation in the professional life of an organization, and taking on extra responsibilities. Workers' behaviors to engage in processes of improvement that allow them to better perform their job is called Self-development (Valsania, León, Alonso & Cantisano, 2012: 562).

For organization, employees who engage in more examples of organizational citizenship behavior, subject to sportsmanship and loyalty to the organization, are desirable, because they are focused on long-term plans, not short-term (*Organizational citizenship*, 2013).

There is evidence that the OCB was positively correlated with job satisfaction and commitment to the organization. It is also associated with a decrease turnover, such as more employees are engaged in the OCB, the less likely they are to leave, as compared with those which are not oriented to that type of organizational behavior (Riggio, 2006: 255).

OCB was related negatively to work-family conflict, and positively to work-family culture, job satisfaction, and organizational commitment. Work-family culture predicts work-family conflict, and various forms of work-family conflict predict OCB. Work-family culture predicts both organizational commitment and OCB, but organizational commitment does not mediate the relationship between work-family culture and OCB. The schools could foster a positive work-family culture (Bragger, Rodriguez-Srednicki, Kutcher, Indovino, & Rosner, 2005).

Organizational Citizenship within the School Environment

OCB is a cluster of behaviors that benefit an organization and individuals within it". Compliance described OCB directed at the organization. Altruism is linked to individuals orientation within the organization (Penner, Midili & Kegelmeyer, 1997: 112). Dimensions of organizational citizenship in schools are associated with both benefits for the individual and the organization. Benefits for the individual are related to receipt of praise and encouragement (verbal and nonverbal), increasing activity and responsibility (both teachers and students), adoption and implementation of different ideas; warmth, trust, intimacy, and enthusiasm.

For the school, OCB is important in the following areas: innovative approaches to training volunteering, involvement in individual and collective extracurricular activities to promote greater responsibility, tolerance and respect in students; invest additional efforts to achieve the objectives of school cohesion in teams and more open relations in the teacher-student dyad, increased levels of school performance, which in turn leads to fully support of the positive image of the school.

DiPaola and Tschannen-Moran (2001) found a positive relationship between OCB and four school climate characteristics: collegial principal leadership, teacher professionalism, academic press, and community engagement.

If principals and teachers are dedicated to their work, the levels of organizational citizenship behavior are higher in the whole school. Organizational citizenship behavior is more typical for women principals compared to male principals. Employees who feel that they are treated with fairness, tend to express their organizational citizenship behavior (Samudi, AliFarnia, Vahidifar & Zemestani, 2012 : 5770).

Survey results from six Dutch schools for secondary education showed that autonomy and leader-membership exchange, both weakened the relationships between work engagement and OCBI (targeted at benefits for the individual), and OCBO (targeted at benefits for the organization) respectively (Runhaar, Konermann & Sanders, 2013).

Another study found positive and significant correlations between personal teaching efficacy and organizational citizenship behaviors such as altruism, courtesy, conscientiousness, and civic virtue, while general teaching efficacy was only related to sportsmanship (Dussault, 2006).

Educational organizations are dependent on social structures and relationships, especially trust,

cooperation and leadership. Trust is a more important factor than the leadership style to increase organizational citizenship behavior in teachers (*Trust and OCB*, 2013).

Investigations support the importance of good relations between teachers and school leaders for OCB. Studies also indicate that teacher commitment is an important mediating variable between relational trust between leader and teachers, and OCB (Elstad, Christophersen & Turmo, 2012).

School leadership is the key to the overall success of the school and it is important that attention to be given to the role and functions of the educational manager for maintaining an effective working environment.

Under the new socio-economic conditions, the role and functions of the school principal to maintain and manage an effective working environment acquire new dimensions. In this sense, the principal of the school has become an educational manager. This circumstance essentially changes some basic requirements of his/her professional qualifications, the most important of which are:

- Ability to reassess gained experience related to development of science and changing socio-economic and socio-educational environment through the efficient use of their intellectual potential aiming to change the direction of their professional activities within the educational management as a domain of knowledge and practice;
- Acquiring the habits of self-management, project activity, organizational, research and scientific-pedagogical activity that requires appropriate education;
- Ability to formulate and solve a problem arising in the process of scientific, pedagogical and management activities with the help of in-depth professional knowledge in the field of educational management;
- Skills for selecting appropriate testing methods related to the tasks of specific research and educational practice;
- Possibility of processing and analysis of the results from the educational studies;
- Knowledge of the methodological tools allowing to explore and predict phenomena in the field of educational management;
- To develop and teach courses in disciplines related to the field of educational management;
- To acquire new general and professional knowledge using modern techniques for training.

The manager performs the following important common features to maintain an effective educational environment (Andreeva, 2001):

- Democratic management style;
- Focus and efficiency in decision-making;
- High level of professional competence;
- Organization and responsibility in professional activity;
- Good communication skills;
- Energy and awareness of the status of the separate units and of the organization as a whole.

The pedagogical functions exercised by the educational manager play a significant role in maintaining a good microclimate, such as:

- Culture, honesty and restraint in dealing with colleagues and students;
- Tact and careful attitude to the interlocutors;
- Decency, fairness and kindness in resolving conflicts.

The communicative functions executed by the educational manager are important for effective and supporting workplace. The most important of them are (Alexandrova, 2007):

- Oratorical abilities;
- Ability to listen and persuade;
- Charm and cheerfulness;
- Courtesy in relationship with others.

Last but not least, the motivational functions of the educational manager are important for effective governance. They are related to the use of economic and psychological incentives to provoke activity of teaching staff. The use of delegated budgets must be connected with adequate remuneration, depending on the quality of labor input. We should not forget also the control functions to provide the necessary information about the actual state of the organization. Control means setting standards to measure the performance and progress of the system. S/he directs the work of the members of the pedagogical team, not necessarily as direct supervision. Objective information generated by the system control enables educational manager to quickly navigate in real situations, to assess the negative phenomena and identify measures for their timely removal.

Problem of Research

The aim of this study is to analyze the relationships between organizational citizenship behavior and the acts of support and trust, and formal relationships in the workplace, among teaching staff in Bulgarian secondary schools and vocational schools.

Hypothesis: It is assumed that the construct OCB is positively correlated with expressions of support and trust, as well as with formal relationships.

Methodology of Research

The survey was conducted by two questionnaires in 2 vocational schools, 2 local secondary schools and three private or special educational centers. Children can attend these centers after school. In these private or special educational centers, pedagogical staff, pedagogical counsellor, psychologists and speech therapist help pupils in preparing homework for school; developing skills for the child's emotion regulation and conflict management. They assist children (with consultation and diagnostics) in personal development, related to the childrens' interests and needs. Children also play different games, draw, dance, makes souvenirs, take part in competitions, etc.

Sample

The sample in this study comprised 127 Bulgarian teachers (30 men and 96 women). One respondent did not indicate his/her gender. The participants had a different marital status (91 were married, 6 cohabited and 15 were single) and place of residence. 114 graduated from universities and 9 had secondary education. 5.5% of them worked at private/special educational centers, 52.8% – in local secondary schools and 40.9% in vocational schools. Their average age was 46 years, with a standard deviation of 9.07 years.

Instrument and Procedures

1. Organizational Citizenship Behavior Checklist (OCB-C) created by Suzy Fox and Paul E. Spector (in *Organizational Citizenship Behavior Checklist (OCB-C)*, 2011).

It consists of 20 items. Some items ask about altruistic acts that help coworkers with personal as opposed to workplace issues, other reflect acts that benefit the organization. The OCB-C uses a 5-point scale ranging from 1 = Never to 5 = Every day. A total score is the sum of responses to all items. In this study, its $\alpha=0.91$.

2. Scale for satisfaction with coworkers (with subscales Support, Trust and Formal relationships) from Questionnaire measuring job satisfaction (Radoslavova & Velichkov, 2005: 115-129). Support subscale consists of 4 items associated with obtaining emotional and resource support at work. Its Cronbach' Alpha = 0.76. Trust subscale comprises 3 items with consistent reliability $\alpha = 0.79$. Seven statements form the subscale Formal relationships with consistent reliability $\alpha = 0.86$. Formal relationships are linked with assessments of the coworkers' actions working together for the achievement of the required joint results.

Data Analysis

The data were statistically processed by means of SPSS, using Pearson's product-moment correlation Coefficient (r). "This is the most common measure of linear relationships. It is used when both variables have at least interval levels of measurement" (Hills, 2005 : 115)

Results of Research

The results from the correlation analysis in Table 1 showed that there was a statistically significant positive correlation between OCB and Formal relationships between coworkers ($r = 0.304$; $p = 0.001$). When the employees high appreciate the actions of their coworkers in connection with the required joint results, they show higher levels of OCB and vice versa. School achievements are not only a result of the individual efforts, but of general, collaborative work. If there are the staff's good results in the work, then the staff has high job satisfaction and good relationships with coworkers.

Table 1. Pearson correlations between OCB, support, trust and formal relationships in the school workplace.

		Organizational citizenship behavior	Support	Trust	Formal working relationship
Organizational citizenship behavior	r	1	0.263	0.291	0.304
	p	0.001	0.003	0.001	0.001
Support	r	0.263	1	0.78	0.799
	p	0.003	0.001	0.001	0.001
Trust	r	0.291	0.781	1	0.806
	p	0.001	0.001	0.001	0.001
Formal working relationship	r	0.304	0.799	0.806	1
	p	0.001	0.001	0.000	0.001

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

The results revealed a weak, but statistically significant positive correlation between OCB and manifestations of support (emotional and resource) ($r = 0.263$; $p = 0.003$). It may be expected that OCB will increase with the increase of the support between coworkers, and vice versa.

It was also found a weak, but statistically significant positive correlation between OCB and trust ($r = 0.291$; $p = 0.001$), which supports the trend that increasing trust between coworkers will grow their acts of OCB. Support and trust involved in cooperation and assistance at work contribute to the improvement of interpersonal relationships. School organizations have different responsibilities towards their students. In the eyes of the public, generally the role of teachers is bound predominantly to foster academic development of the student, but an important aspect of this role is also the commitments related to dissemination of moral values. Supportive collegiate relationships and trust between staff in schools are a good role model for students, which could create a favorable atmosphere for the perception of positive and pro-social oriented behaviors.

There were no gender differences in the studied constructs, but the females were more in number than the studied males.

Discussion

The main goal of this work was to analyze the relationships between organizational citizenship behavior and the acts of support and trust, and formal relationships in the workplace, among teaching staff in Bulgarian secondary and vocational schools. The hypothesis was fully confirmed. The results revealed statistically significant positive correlation between OCB and the components of satisfaction of coworkers such as support, trust, and working formal relationships. One possible explanation for

this is that, the OCB is a part of the behavioral side of satisfaction with coworkers, and satisfaction is an affective aspect (positive attitudes and feelings) of OCB model. And both (OCB and job satisfaction) are dimensions of life exchange in social interaction at work place.

These empirical evidence supports the findings of some other studies, which revealed a high correlation between overall job satisfaction and OCB (Rigio, 2006). The factors such as support, organizational trust, fairness, positive feelings about work tasks, social responsibility, motivation, job satisfaction and loyalty to the organization increase the levels of OCB with teachers. The factors such as negative attitudes towards work tasks, emotional exhaustion and doubtfulness tend to reduce the OCB (Polat, 2009: 1595).

In study, that was conducted by Shokrkon and Naami (2009), to examine the relationship of job satisfaction with organizational citizenship behavior in Ahvaz factory workers, the results indicated that correlation coefficients between job satisfaction and organizational citizenship behavior were positive and significant (Shokrkon, Naami, 2009:39). Dyne, Graham and Dienesch mentioned that positive job satisfaction leads to individual willingness to cooperate and that leads to OCB (Intaraprasong, Dityen, Krugkrunit & Subhadrabandhu, 2012: 106). Moorman and colleagues (1998) argued that, employees with citizenship behaviors are more likely to obtain support from their organizations and leadership. Satisfied employees would seemingly be more expected to promote the organization in front of external persons, help their coworkers, and perform higher than the goals at their job. "Brown (1993) asserted that high level of job satisfaction among employees leads to contribute more towards citizenship behaviors" (Rasheed, Jehanzeb & Rasheed, 2013:129-130). He found the significant relationship between job satisfaction, commitment and OCB. Research of two large banks, conducted by Smith and coauthors (1983), investigate job satisfaction-OCB relationship, examined a positive correlation between job satisfaction and OCB. Ahmed and colleagues (2012) also found the positive correlation between job satisfaction and OCB. Organ and Ryan (1995) revealed strong attitudinal relationship between job satisfaction and OCB (Rasheed, Jehanzeb & Rasheed, 2013:130,134). "Bateman and Organ (1983) offer two reasons for the influence of job satisfaction on organizational citizenship behavior. First, if an employee's satisfaction is to a great extent due to his/her work, he/she may be motivated to exhibit helping behaviors at his work place. Second, if people are in good affective moods (due to some aspect of their job) they are more inclined to participate in altruistic actions" (Shokrkon, Naami, 2009:41). Becker and Billings (1993) also tested the relationship between OCB and contextual job satisfaction and found positive relationship between two constructs (Mohammad, Habib & Alias, 2011:154).

Researchers such as McNelly and Meglino (1994) divided OCB behavior into actions that benefit individuals versus organizations benefit. "Both types of OCB correlated significantly with job satisfaction at about the same level ($r = 0.26$ for individual benefit and $r = 0.25$ for organizational benefit)" (Shokrkon, Naami, 2009: 41).

Research findings by Foote and Tang (2008) showed "that organisational commitment mediates the relationship between job satisfaction and organisational citizenship behaviour" (Swart and Rothmann, 2012: 495).

Conclusion

The results of this research makes a significant contribution to understanding the relationship between job satisfaction and organizational citizenship behavior, a relationship that has long been known but not well defined and studied in Bulgarian context of educational institutions. Ample evidence indicates that such a relationship does exist, and can conclude that job satisfaction (and in particular satisfaction of coworkers) is likely to be highest in organizations where OCB is prevalent (in Foote and Tang, 2008: 935).

There are two important reasons why citizenship behavior should be established. First, "educational institutions can create an environment that will lead to organizational citizenship behaviour and this in turn reduce barriers among employees" (Rahman, Sulaiman, Nasir & Omar, 2013: 90).

Second, the emphasis on organizational citizenship behavior can reduce the violence and rudeness that increasingly occur in society and particularly in educational institutions. This requires the need for increased focus on the part of teaching staff to develop, maintain and foster positive

social behaviors (altruistic and pro-social actions), both among themselves and among students. Organizational citizenship not only has particularly major impact on the overall efficiency, satisfaction and productivity of the organization, but also contributes to the complete organizational vision. By providing original data, this study may contribute to the development of knowledge on OCB in Bulgarian cultural context.

Despite its limited scope, this study focuses on important findings and offers some important guidelines for future research. As an extension of this study, it would be useful to examine the relationship between organizational citizenship behavior, leadership and leadership styles applied in the Bulgarian educational institutions.

For practitioners, this study can serve as a starting point in the implementation of various practices (round tables, meetings, group discussions, school training) that motivate and increase positive attitudes and behaviors, such as organizational citizenship.

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