

Building Organizational Citizenship Behavior (OCB) through Personality and Work Perception of Teachers

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Abstract—The objective of this research was to understand the effect of personality and perception of work on Organizational Citizenship Behavior (OCB). It was a quantitative research which was conducted in nineteen schools located in West Java, Indonesia. The research used a survey method with path analysis applied in the testing of hypothesis. It was conducted to 273 teachers at Senior High School as the respondents who were selected in a simple random way. The results of this study are: (1). There is a positive direct effect of personality on Organizational Citizenship Behavior (OCB). (2). There is a positive direct effect of perception on work on Organizational Citizenship Behavior (OCB), and (3). There is a positive direct effect of personality on perception on work.

Keywords—*personality; work perception; organizational citizenship behavior*

I. INTRODUCTION

In recent years, there has been considerable evidence that Organizational Citizenship Behavior (OCB) can significantly affect organizational performance [1]. Thus, successful organizations need members who will do more than just their main task and those who are willing to perform that exceeds the organization's expectation. In other words, the member has the initiative to take extra roles outside his main tasks in order to achieve organizational goals. In educational organization especially school, the teachers are expected to be able to do multiple tasks listed in their job descriptions.

From some findings, it can be inferred that there are many high school teachers who have not been able to carry out their basic tasks (intra-role) well, let alone reaching the areas of tasks beyond teachers' responsibilities (extra-role). Several factors which indicate the low OCB of high school teachers are: 1) being absent at working hours, 2) focusing only on the task of teaching and learning activities at school, 3) going home before the end of the lesson, and 4). are not being open to new information (being conservative). This fact indicates that teachers have always been focused on being able to do their main tasks (intra-role) and have not done the least of their extra-role duties. Whereas, in various studies, extra-role behavior or often referred to as OCB is very important in supporting organizational progress. OCB is a person's work behavior that exceeds the main task which is done voluntarily.

A study by Blanca and Daniela concluded that "Organizational Citizenship Behavior (OCB) can act as a form of giving assistance to colleagues if necessary, needing a voluntarily act, providing better quality services than competing companies, and sustaining the capacity building" [2]. Those acts define organizational citizenship behavior (OCB) and will ultimately support the achievement of organizational functions. Currently, the concept of "Organizational Citizenship Behavior (OCB)" also known as "dedicated soldier syndrome" is a term that is unfamiliar to many managers. Whereas, Claudia's research provided additional empirical evidence about the importance of organizational support as a basis for increasing job satisfaction of ULM lecturers, organizational commitment, and OCB for achieving institutional goals" [3].

Another study which also examined the importance of OCB in organizational progress was carried out by R. Anvari, A. Barzaki, A. Amiri, et al. In their study, Citizenship Organizational Behavior (OCB) was recognized as important for modern organizations [4]. That study explained that organizations with more emphasis on OCB are healthier and more successful. The results of those studies show that employees who acted outside of their duties and used OCB had high productivity workgroups and companies with good quality compared to employees with low OCB levels. Therefore, studies on OCB can help organizations to improve and strengthen their position".

A. Organizational Citizenship Behavior (OCB)

According to Robbins, OCB is "discretionary behavior that's not part of an employee's formal job requirements, but which promotes the effective functioning of the organization" [5]. In other words, OCB is an act of doing something outside the job description (extra-role) voluntarily. This extra-role is not included in the formal employees' requirements but they can help to promote an effective organization. A study by Tenini defines "Organizational Citizenship Behavior as employees' behavior as their willingness to work more than their job" [6]. Meanwhile, according to Miner OCB is "Individual behavior that is discretionary — and thus not explicitly recognized by any formal reward system—yet they promote the effective functioning of an organization; they are not part of the employment contract and failure to perform them is not considered to be punishable" [7]. In other words,

organizational citizenship behavior is discretionary and is not explicitly recognized by the formal appraisal system. However, individual with this behavior will be able to promote the effective functioning of an organization. This behavior is not part of the employment contract and failure to perform this behavior does not result in punishment. According to Luthans, OCB can take many forms of individual behavior in an organization but they can be summarized as follows [8]: (1) *Altruism* “(e.g., helping out when a coworker is not feeling well)” is a trait of importance to others, (2) *Conscientiousness* “(e.g., staying late to finish a project)” is the nature of consciousness to work beyond the fundamental tasks, (3) *Civic virtue* “(e.g., volunteering for a community program to represent the firm)” is the nature of wisdom or good citizenship, (4) *Sportsmanship* “(e.g., sharing failure of a team project that would have been successful by following the member’s advice)” is a positive or sporting behavior, (5) *Courtesy* “(e.g., being understanding and empathetic even when provoked)” is a polite, obedient, or sense of belonging to the organization.

B. Personality

According to Robbins, “an individual’s personality is the combination of psychological traits we use to classify that person” [5]. A person’s personality is a combination of psychological traits that can be used to classify that person. Meanwhile, Colquitt defined personality as the structures and propensities inside people that explain their characteristic patterns of thought, emotion, and behavior [9]. Personality refers to the structure and tendency within people to describe the pattern of their characteristic, ways of thinking, emotions, and behavior. Mullins argues that “personality may be viewed as consisting of stable characteristics that explain why a person behaves in a particular way [10]. Some experts had set several indicators to measure personality. The most popular one is the one proposed by Robbins which is well known as “Big Five Model” [5]. Those five factors are: (1) Extraversion dimension includes comfort zone or someone’s happiness in group; (2) Agreeableness dimension refers to individual tendency to submit to others; (3) Conscientiousness dimension is the reliability measurement, (4) Emotional stability dimension opens the way for someone’s ability to hold out to the stress, (5) Openness to experience is the last dimension which measures individual interest and amazement or tractive power, on experience or new thing.

C. Work Perception

According to Robbins, “perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment” [5]. Perception is a process in which an individual organize and understand the impression caught by their senses in giving the meaning to their environment. Then, Harris and Hartman proposed an understanding which accommodates the definition of work perception itself. “Role perceptions are an individual’s view of the obligations required to fulfill the expectations of others. In the managerial situation mentioned above” [11]. According to them, role perception or work perception is an individual understanding of obligations to fulfill others' expectation.

Moreover, Harris and Hartman also stated that in general, people see the urge to meet their needs, emotions, attitudes, or self-concept that is usually used as a benchmark for stimulus in the work environment in the form of manager style, technology, noise, peers, reward system, compensation plan, and career opportunities [11]. This is necessary for someone because that fulfillment gives feedback in the form of positive or negative perception in the work environment where they work

II. METHOD

This study used a survey method with path analysis technique approach. The aim of this study was to test the direct influences of; (1) personality towards OCB, (2) work perception towards OCB, and (3) personality towards work perception. It had been conducted in several senior high schools in West Java, Indonesia. From 860 teachers as the population, 273 of them were chosen as the samples of this study. Population in this study was 860 teachers. The data obtained were analyzed to test the hypothesis by using path analysis. Before carrying out path analysis, significant regression test and regression linearity test. Before those statistical tests were conducted, Liliefors test was conducted to test the data normality of each research variable. Meanwhile, inferential statistics were used to test hypotheses regarding the influence among variables using path analysis techniques.

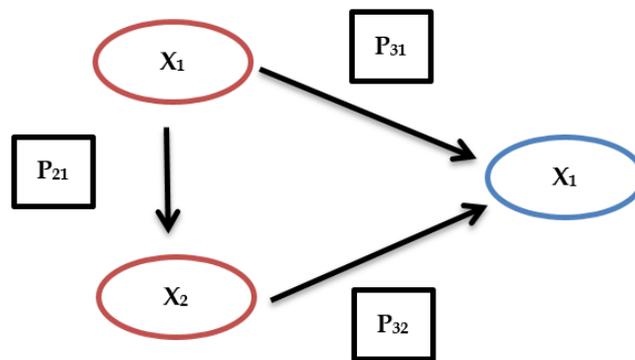


Fig. 1. Research hypothetical model.

- X₁ : Personality
- X₂ : Work Perception
- X₃ : OCB

—————> Positive Direct Influence (There is theory support)

III. RESULT AND DISCUSSION

The overall results of the significance test and regression linearity are summarized in the following table.

TABLE I. SIGNIFICANCE TEST AND REGRESSION LINEARITY TEST RESULTS

Reg	Equation	Regression Test		Linearity Test		Conclusion
		F_{count}	F_{table}	F_{count}	F_{table}	
			0,01		0,05	
X_3 over X_1	$\hat{X}_3 = 88,56 + 0,19X_1$	11,73 **	6,75	1,52 ^{ns}	1,54	Very Significant/ Linear Regression
X_3 over X_2	$\hat{X}_3 = 92,84 + 0,15X_2$	11,28 **	6,75	1,29 ^{ns}	1,43	Very Significant/ Linear Regression
X_2 over X_1	$\hat{X}_2 = 86,58 + 0,25X_1$	10,39 **	6,75	1,15 ^{ns}	1,54	Very Significant/ Linear Regression

Description:

** : Very significant

ns : Non significant (linear regression)

Then, the results of the analysis and calculations were summarized with the following results:

TABLE II. THE MATRIX OF SIMPLE CORRELATION COEFFICIENTS AMONG VARIABLES

Matrix	Correlation Coefficient		
	X_1	X_2	X_3
X_1	1,00	0,192	0,204
X_2		1,00	0,200
X_3			1,00

From table 2 above, there is a correlation between personality and work perception as much as 0.192. Meanwhile, the correlation between personality and OCB is 0.204. At last, the correlation between work perception and OCB is 0.200. The conclusion is presented in more details as follows:

1) *Personality influence on OCB*: From the results of the first hypothesis testing, it can be concluded that there is a positive direct influence on personality toward OCB with a correlation coefficient of 0.204 and a path coefficient value of 0.172. It means that the personality directly affects OCB. It is in accordance with some theories of the influence of personality with OCB. Those theories had been stated by Luthans [8]. They are "Personality that accounts for service delivery OCBs, effects of nationality on the role of OCBs, the amount of control people have over their job relates to OCBs, customer knowledge, and personality that jointly predict participation in OCBs".

The above theories were reinforced by the results of a study by Eynollahzadeh, Zarifeh Aghayi and Ali Akbar which stated that "there is a significant relationship between emotional intelligence and organizational communication and OCB" [12]. This study found that emotional intelligence is one form of personality which has a significant relationship in forming OCB. Other studies as done by Zahra et al. concluded that: the results showed a significant positive relationship between organizational climate and its factors with organizational citizenship behavior [13]. Moreover, each step of multivariable regression analysis showed that goals and communication factors were good predictors of organizational citizenship behavior." From this study, it can be concluded that a good

organizational climate can encourage the existence of OCB from organizational staff.

The effort that can be done to improve OCB in educational settings is through teachers' personality. Actually, it has to be started from the teacher recruitment process because a good recruitment process will produce good teachers who are expected to be able to have an OCB in order to achieve the school's objectives effectively. After that, proceed with an orientation effort which is done continuously in order to form a strong personality, task identity moral attitude, and a sense of belonging to the teaching profession. Thus, there is a positive direct influence of personality on OCB.

2) *Work perception influence on OCB*: The results of the second hypothesis testing show that there is a positive direct influence on the perception of work on OCB with a correlation coefficient of 0.200 and a path coefficient value of 0.167. It means that work perception directly affects OCB. This is in accordance with work perception and OCB theory. Wegner and Hollenbeck stated that "Promoting perceptions of procedural justice among employees is important for a number of other reasons [14]. Workers who feel that organizational procedures are just are much more likely to engage in organizational citizenship behaviors (OCBs)". Bostan and Kiliç explained in this study that "organizational justice perception of health workers influence the behavior of organizational citizens [15]. From the sub-dimension of organizational justice perception, it has been understood that procedural justice is the strongest influential factor in the organizational citizenship perception." Thus, from that study, we can understand that the feeling of being treated fairly in the workplace will trigger the existence of OCB which will ultimately have a positive effect on the progress of the organization. Another study conducted by Ghazali and Jalali concluded that "all aspects of work motivation and perceptions of organizational justice can significantly form OCB [16]. Then, OCB will significantly shape the satisfaction and loyalty of taxpayers." From that study, it is clear that OCB arises from the high work motivation of employees and a feeling of fairness in the workplace. Moreover, those two

factors will also ultimately give impact to the satisfaction and loyalty of employees as taxpayers to pay taxes.

Principals as the direct supervisor of teachers need to pay attention to the teachers' welfare and expectations such as giving awards not only in form of praise, money or other external awards but also in the form of promotions in order to make the teachers are able to do self-actualization. In addition, the principal has to create a great work environment for teachers and a harmonious relationship among teachers in order to create good and high perceptions of the work. Those efforts will ultimately encourage teachers to have a sense of responsibility, sense of belonging, and proper moral attitudes towards work that eventually create and increase teachers' OCB. Therefore, there is a positive direct influence on the perception of work towards OCB.

3) *Personality influence on work perception:* The third hypothesis testing concluded that there is a positive direct influence on personality towards work perception with correlation coefficient as much as 0.192 and path coefficient as much as 0.192. It means that personality will directly affect the work perception. This finding is in accordance with the theory of work perception and OCB as stated by Luthans [8]. "Specifically, there is evidence that the employee's personality will influence interpersonal behavior and the perception and the outcomes of organizational support. The next section dealing with the socialization process is especially relevant to today's important person-organization interaction".

The teachers' recruitment process is a vital effort to create teachers who have noble personalities because a good recruitment process will produce good teachers who are able to realize the goals of national education namely to educate the nation's life. Then, it is followed by continuous development efforts in order to form a strong personality, task identity, moral attitude and a sense of belonging with the teaching profession. After that, Board of Education and principals as managers and leaders of teachers have to be able to direct, guide and manage the teachers well. Provision of welfare, a compensation system, the creation of a conducive working environment is fundamental efforts that need to be done in order to make the teachers existence recognized. In turn, they will devote all their dedication, high mentality, responsibility and a sense of belonging to the school where they work even more to their profession inboard. Therefore, there is a positive direct effect of personality on the perception of work.

IV. CONCLUSIONS

Based on the analysis results and the reviews conducted in this study, it can be concluded that: (1) the path analysis described the direct influence of personality on OCB. It has path coefficient value as much as 0.172 with a coefficient value of t_{count} as much as 2.873. Meanwhile, the coefficient value of t_{table} for $\alpha = 0.01$ is 2.58. Therefore, the coefficient value of t_{count} is bigger than the value of t_{table} . Therefore, H_0 is rejected and H_1 is accepted. In other words, it can be said that personality has a direct influence on teachers' organizational citizenship behavior (OCB). It means that a good personality

will cause the increase in teachers' organizational citizenship behavior OCB. (2) From the calculation of path analysis, it can be concluded that the direct effect of work perception on OCB shows the path coefficient value of 0.167 and the t coefficient value of 2.790. Meanwhile, the t_{table} coefficient value for $\alpha = 0.01$ is 2.58. Therefore, the coefficient value of t_{count} is greater than the t_{table} of coefficient value. Thus, H_0 is rejected while H_1 is accepted. It is concluded that the perception of work of the teacher directly affects organizational citizenship behavior (OCB). It means that the perception of work that is good or positive will lead to an increase in organizational citizenship behavior (OCB) of the teachers. (3) From the result of path analysis, the direct influence of personality on the work perception of teachers has the path coefficient value of 0.192 where t_{count} coefficient is 3.208. Meanwhile, the value of the t_{table} coefficient for $\alpha = 0.01$ is 2.58. Therefore, since the coefficient value of t_{count} is greater than the value of t_{table} H_0 is rejected while H_1 is accepted. It means that a good personality will lead to an increase in the work perception of teachers.

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