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## **ORGANIZATIONAL CITIZENSHIP BEHAVIOR: ITS RECONCEPTUALIZATION AND TENABILITY IN UNIVERSITY SETTING**

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### **ABSTRACT**

The concept 'organizational citizenship behavior' (OCB) underlies the psychology of loyalty, commitment, and collegiality of employees in organizations. Much research has been done on this concept in business and industrial corporations, but little is known about its relevancy in educational settings. Our study has re-conceptualized OCB and renewed its construct by incorporating a few additional dimensions related to the socio-political nuances of citizenship, and subsequently applied the new conception of OCB via a survey involving university academics as respondents. Our study found that the re-conceptualized OCB was pervasively present among academics in university organizations, which had an extensive variety of interest groups competing for different resources, values, and philosophies in a rather autonomous jurisdiction. This finding implies that even without consciously aware of OCB, the academics have long upheld the tradition of being university citizens, loyal and committed to their area of interest and research.

**Keywords:** organizational citizenship behavior, circumplex model of organizational citizenship, Athenian model of citizenship

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## INTRODUCTION

The term 'organizational citizenship behavior' (OCB) was popularized by researchers and proponents in business corporations in the 1980s and 1990s looking for the means of harnessing employees' loyalty and commitment in order to increase productivity, apart from extrinsic motivators such as pay raise and annual bonus. OCB seems to be a new conceptual tool used to captivate the minds of employees that they should indeed consider themselves as citizens of corporations in which their patriotism and moral obligation are needed for gearing up productive innovations and business sustainability, vis-à-vis local and foreign competitors. Employees have been urged to take care of corporations, and in return corporations will take care of them; thus, by the principle of reciprocity, employees ought to demonstrate their fervent willingness to sacrifice for the common good of their corporations. Such mind set appears to be the psychological undercurrent necessary to confront stiff competitions in a globalized economy, and in this regard corporate researchers have largely conceptualized OCB from the humanistic-psychological perspective, thereby somewhat disregarding political nuances embedded in the concept of citizenship.

Research on OCB in business organizations was initially pioneered by Organ (1988), who was interested in finding the relationship between job satisfaction and cooperative behaviors of employees. Organ defines OCB as the overt and covert attitudes and behaviors of employees that reflect their unflinching commitment, dedication, loyalty, care, and support to the business firms they work in, with or without extra incentives and benefits. Based on his research, Organ identified the main temperaments of OCB, such as: (1) altruism—i.e. helping of an individual co-worker on a task; (2) conscientiousness—i.e. carrying out one's duties beyond the minimum requirements; (3) civic virtue—participating in the governance of the organization as shown by an employee's willingness to participate in meetings, engage in policy debates, and to keep the company's best interest in mind, even at a great personal cost; (4) sportsmanship—refraining from complaining about trivial matters; and (5) courtesy—i.e. alerting others in the organization about changes that may affect their work.

Recent studies have demonstrated the fervent interest in understanding better the conception and effects of OCB in the development and growth of business corporations. OCB has been noted to have favorably contributed to organizational outcomes, such as service quality (Bettencourt & Brown, 1997; Bell & Menguc, 2002), organizational commitment (Podsakoff, McKenzie & Bommer, 1996), job involvement (Dimitriades, 2007), leader-member exchange (Bhal, 2006; Lo, Ramayah & Jerome, 2006). Some researchers postulated that OCB, when aggregated over time and across people, is likely to result in higher levels of organizational performance and organizational effectiveness (Bolino & Turnley, 2003; Bolino, 1999; Chen, 2005; Motowidlo, 2000). OCB is thought to enhance organizational performance by reducing the need to allocate scarce resources to maintenance function within organizations (Bolino, 1999), and it is believed that OCB supports the organizational, social and psychological environment within the technical core function (Borman & Motowidlo, 1993). DiPaola & Tschannen-Moran (2001) and DiPaola et al. (2005, 2007) have done a few studies on OCB in the school setting.



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Based on a meta-analysis, Moon and Marinova (2003) synthesized the findings of OCB research works in a timeframe of twenty years, from 1983 to 2003, and they consequently proposed a theoretical model called the circumplex model of OCB. The circumplex model can be graphically represented as a circle with two major axes having two opposing ends: the vertical axis with organizational versus interpersonal ends, while the horizontal axis with promotive versus protective ends. The model, therefore, has four behavioral quadrants:

- I. Interpersonal-promotive
- II. Interpersonal-protective
- III. Organizational-promotive
- IV. Organizational-protective.

The circumplex model, however, has a severe limitation because it fails to consider citizenship as a political term and, correspondingly, the interactive exchanges between the citizens and nation state as a social contract. Therefore, in this regard, we suggest that OCB should transcend beyond the humanistic-psychological perspective by incorporating the socio-political dimension as well because of the fact that citizenship is a socio-political term regarding the bilateral interaction and duties between citizens and the state. Citizenship underscores loyalty, commitment, and patriotism of citizens in carrying out their duties and responsibilities for attaining the well-being and civility of the community and state.

The Athenian model of citizenship, as proposed by Manville & Ober (2003), seems to be relevant and useful in expanding the socio-political meanings of citizenship, hence extending the scope of the circumplex model. Manville and Ober (2003) have highlighted citizenship in terms of the remarkable feat of ancient Athenian society in building the Parthenon—the world’s most famous Greek temple. The Parthenon, a wonder for its grace, scale, and refinement, took fifteen years (447—432 BC) for the Athenians to build within a period of ongoing military conflicts with many powerful rivals and rebels.

The Athenian model of unity in citizenship is based on three core values: individuality, community, and moral reciprocity. Individual-centered values such as freedom and equality remain profoundly influential ever since, and the Athenian idea of democracy has stood up as a shining example of organizational resilience based on the culture of citizenship. The Athenian model demonstrates the outcomes of collective power and actions of citizens in building a strong government and state through the alignment of individuals with community aspirations and the mutual reinforcement of democratic values and governance structure. Furthermore, the value of moral reciprocity is realized in action through learning by doing, or development through engagement. Moral reciprocity becomes the basis for a virtuous cycle, blending individual fulfilment with community purpose. Overall, the Athenian model of citizenship has eight distinct characteristics: community orientation, openness, responsive leadership, innovation, time-sensitivity, entrepreneurial spirit, resilience, and agility (Manville & Ober, 2003).

Furthermore, sociologically, citizenship refers to an exchange situation between individual citizens and the nation state. The defining condition of social exchange is the voluntarily action of individuals motivated by certain intrinsic and extrinsic returns (Blau, 1964). Though, there is the obligation by a party to reciprocate a benefit voluntarily rendered by another party, the obligation however is unspecified as to form, degree, or time of reciprocation.



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Nevertheless, either party, over time, can ascertain precisely when or how the exchange has attained a state of parity, i.e. that is both parties have exchanged equitably a variety of benefits or contributions, but neither party can reckon whether the net balance is one requiring or giving additional contributions. A social exchange depends on trust that a second party will, by goodwill or good conscience in certain appropriate manner and situation, reciprocate the benefits, contributions, or favors given by a first party; whatever and whenever the reciprocation cannot be enforced by other parties. In an organization, exchanges of 'gives' and 'gets' between employees and the organization form the basis of social exchange relationships.

Past research works on OCB have mostly concentrated on industrial firms and business corporations, which are definitely different from universities. Universities are institutions of higher learning, established for the purpose of expanding the frontier of knowledge and technology in many areas of life, as well as training students to be highly-skilled professionals, researchers, and scholars. Besides that, universities are also a socio-political system, in which interactions are characterized by a complex network of interrelationships which correspond to the interactive dynamics between internal and external forces. The university organization has numerous stakeholders and interest groups which exert different tensions on university governance and management politically. In this situation, the success of universities in facing new challenges such as globalization, global ranking, internationalization, and accountability, fundamentally depends on the willingness of academics and others in the university campus to demonstrate their organizational citizenship temper and behavior. Henceforth, the Athenian model of citizenship seems to fit well with the culture of collegiality of the academic community.

Furthermore, in view of the social exchange theory, university academics may be willing to perform certain non-prescribed organizational citizenship behaviors that can benefit the university organization in exchange for professional autonomy and sense of empowerment they may derive from their job or the organization (Bogler & Somech, 2005). Zhong et al. (2009) posit that stimulation of OCB can be done by fostering a climate of empowerment in the university, whereby the organization structure, policies and practices are designed to support the faculty, department, and lecturers to access empowerment. Arguably, this highlights the paramount importance of the university as an autonomous institution, not subjected to government intervention and control. However, in the current globalization trend, university governance and management in many countries ironically tends to be slanted more toward the American corporation model than the Athenian model. The American corporation model has the tendency to employ restructuring, downsizing, merging, and buy over which tend to disrupt citizenship sentiment and loyalty of employees.

## **PURPOSE OF THE STUDY**

The main purpose of this study was to reconstruct the circumplex model of OCB by including some political aspects of the Athenian model, and consecutively the secondary purpose of the study was to examine the extent of OCB among academics in some public universities in Malaysia.



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## RESEARCH METHODOLOGY

A new OCB survey instrument was reconstructed by incorporating the four dimensions of the circumplex model developed by Moon, Dyne and Wrobel (2005) with the six dimensions of the Athenian model (Manville & Ober, 2003); thus, the new instrument has ten dimensions explicated by 69 items—after being pilot tested twice in order to achieve acceptably high reliability values and factorial loadings, i.e. above .60. The ten dimensions of the reconstructed OCB instrument were as follows:

- Community orientation by helping
- Innovation for improvement
- Collegial harmony (substituting the term 'Sportsmanship')
- Compliance
- Openness
- Responsive leadership
- Progressive advancement
- Entrepreneurial spirit
- Individual resilience
- Agility

The items for all the above dimensions are enumerated in Tables 1 to 9 successively. All items in the OCB survey instrument had the ordinal five-point Likert scale, ranging from 1 (strongly disagree) to 3 (fairly agree) to 5 (strongly agree).

The OCB survey instrument was distributed randomly to 2,000 academics in various faculties or schools in five premier public universities in Malaysia. After five months of persistent follow-ups, we managed to get back 630 survey forms, of which 19 were discarded because of being spurious outliers; thus, data from 611 survey forms were coded and analyzed using the SPSS software version 19. The sample size of 611 respondents was large enough as it exceeded the recommended level (Hair et al., 2010). Skewness and kurtosis were found to be normal with all survey items (variables) having values between  $-1.0$  and  $+1.0$ .

## RESULTS AND FINDINGS

For the first purpose of this study, the exploratory factor analysis (EFA) statistics was used to group the survey items according their appropriate dimensions. Basically, the EFA played a critical role in developing and refining the survey instrument as well as to empirically establish factor structures indicated by previous studies. In addition to the traditionally used Cronbach's  $\alpha$  of greater  $\geq .7$  and inter-correlations  $\geq .3$  (Lai, et al., 2006), the selection of items were also based upon the following criteria: (a). K1 rule (i.e. number of factors with eigen value  $> 1$ ); (b) factor loading  $\geq .5$ ; and (c) Average Variance Explained  $\geq 50\%$ . According to Hair et al. (2010), an average variance extracted (AVE) of .5 or higher is a good rule of thumb suggesting adequate convergence.



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An AVE less than .5 indicates that, on average, there is more error in the items than variance explained by the latent factor structure imposed on the measure. In fact, in social sciences, it is not uncommon to consider a solution that accounts up to 60 % of the total variation (Hair et al., 2010). Based on these criteria, the selection of items was made by considering those items that loaded on the respective ten *a priori* OCB dimensions.

Discriminant validity among the dimensions in the OCB construct was assessed whereby items with high cross-loadings and low loadings were removed in succession. Based on EFA results, the new OCB survey instrument had nine dimensions instead of the initial ten, and their range of factor loading values (eigen values) were as follows:

- Responsible leadership—factor loading values ranged from .638 to .852
- Individual resilience—factor loading values ranged from .658 to .731
- Innovation for improvement—factor loading values ranged from .693 to .813
- Openness—factor loading values ranged from .613 to .794
- Entrepreneurial spirit —factor loading values ranged from .647 to .808
- Competitive urgency to excel—factor loading values ranged from .498 to .604
- Community orientation by helping—factor loading values ranged from .455 to .688
- Compliance—factor loading values ranged from .516 to .750
- Agility—factor loading values ranged from .692 to .745

The dimension extracted out was 'Collegial Harmony' because it diffused into other dimensions. The Kaiser-Meyer-Olkin (KMO) factor analysis value of the OCB instrument for the actual survey was .943 and the nine-factor model explained 64.5 % of the total variation. A reliability analysis from the actual survey resulted in a Cronbach's alpha value of 0.959, reflecting high reliability of the instrument. These results verified the tenability of the nine dimensions or factors identified in the reconstruction of the OCB survey instrument.

Meanwhile, curiosity overwhelmed us. We were curious to test the OCB instrument in the university setting because OCB, as a conception, was rarely a topic of discussion among academics, or it had never been used by the university management to drum up citizenship values in the conscience of university academics. Do academics care about OCB? What do they think about their OCB toward the university? These questions pertain to the second purpose of the study, i.e. the extent of OCB among academics or lecturers. Tables 1 to 9 show the results of analysis and findings. The distribution of OCB actions and perceptions is indicated by the frequency (f) and percentage of responses—according to the ordinal scale of 1 (strongly disagree) to 5 (strongly agree). Table 1 shows the responses by university academics regarding the aspect of community orientation by helping.



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Table 1  
*Frequency, Percentage, Mean, and Standard Deviation of Responses for Items in the OCB Dimension 'Community Orientation by Helping'*

No	Item	Response scale					Overall	
		1 (f, %)	2 (f, %)	3 (f, %)	4 (f, %)	5 (f, %)	Mean	Sd
1	With regard to community cooperation, I help other colleagues with heavy workload in teaching and supervision.	10 (1.6)	32 (5.2)	123 (20.1)	286 (46.8)	160 (26.2)	3.91	.901
2	For the success of the department and faculty, I constantly offer my contribution.	1 (0.2)	2 (0.3)	58 (9.5)	271 (44.4)	279 (45.7)	4.35	.676
3	To boost students' performance, I volunteer to give seminar, workshop or talks for the benefits of students who need it in the department or faculty	2 (0.3)	19 (3.1)	103 (16.9)	300 (49.1)	187 (30.6)	4.07	.791
4	With regard to community service, I volunteer to be part of the committees to organize events held by the department or faculty.	5 (0.8)	36 (5.9)	156 (25.5)	272 (44.5)	142 (23.2)	3.83	.878
5	For achievement-oriented student community, I willingly give extra classes or coaching to my students who are weak.	4 (0.7)	39 (6.4)	124 (20.3)	279 (45.7)	165 (27.0)	3.92	.884

*Legend:*

*Response Scale: 1= Strongly disagree, 2=Disagree, 3=Fairly agree, 4=Agree, 5=Strongly agree*

*Sd is standard deviation*

*Figures in parenthesis are percentages*

In general, the results in Table 1 show that university academics demonstrated a fairly strong sense of citizenship in terms of community sharing by helping each other in academic work and the students in their studies. The academics prevalently believed that the success of their department and faculty depended on their relentless, voluntary contributions as citizens of the university. Many seminars, workshops, and supervision works were done in the name of knowledge sharing and student development.



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Next, Table 2 shows the distribution of frequency, percentage, mean, and standard deviation for the dimension 'Innovation for Improvement' in OCB. Innovation for improvement refers to lecturers' effort in increasing the capacity for new ideas, building on each of the advancements made. The mean values for all the items fell within the range of 3.88 and 4.05, generally indicating the respondents' tendency to agree with all the statements concerning innovation for improvement.

Table 2

*Frequency, Percentage, Mean, and Standard Deviation of Responses for Items in the OCB Dimension 'Innovation for Improvement'*

No	Items in Innovation for Improvement	Response scale					Overall	
		1 (f, %)	2 (f, %)	3 (f, %)	4 (f, %)	5 (f, %)	Mean	Sd
6	I make innovative suggestions for the betterment of the department or faculty	0 (0.0)	15 (2.5)	112 (18.3)	310 (50.7)	174 (28.5)	4.05	.751
7	For the enhancement of organization effectiveness, I share with colleagues improved procedures for the faculty	16 (2.6)	111 (18.2)	311 (50.9)	173 (28.3)	16 (2.6)	4.05	.754
8	For the improvement of the faculty or university, I suggest new work methods that are more effective.	1 (0.2)	32 (5.2)	147 (24.1)	289 (47.3)	142 (23.2)	3.88	.827
9	As part of the university community, I make constructive suggestions for improving how things operate	1 (0.2)	33 (5.4)	132 (21.6)	296 (48.4)	149 (24.4)	3.91	.827
10	Based on the understanding that teamwork yields better results, I give recommendations to issues that affect the work group.	3 (0.5)	18 (2.9)	106 (17.3)	317 (51.9)	167 (27.3)	4.03	.780
11	I will not hesitate to speak up new ideas for any project or event that the department or faculty is involved in as I view this as a way to build the faculty.	2 (.3)	27 (4.4)	111 (18.2)	279 (45.7)	192 (31.4)	4.03	.838



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The results also show that university academics do make innovative suggestions for the betterment of their department or faculty, support the advocacy of new ideas and fresh perspectives among the university community, and support initiatives for improving management effectiveness. Thus, constructive suggestions were construed as the ways and means to improve the operation system within the university organization.

Table 3 shows the distribution of frequency, percentage, mean, and standard deviation for the dimension 'Compliance' in OCB. Compliance refers to lecturers' effort to support and follow established rules and regulations (both formal and informal). The mean score for all items fall within the range of 4.05 and 4.65, indicating in general that most academics agree substantially with all the items concerning compliance.

Table 3  
*Frequency, Percentage, Mean, and Standard Deviation of Responses on Items in the OCB Dimension 'Compliance'*

No	Items in Compliance	Response scale					Overall	
		1 (f, %)	2 (f, %)	3 (f, %)	4 (f, %)	5 (f, %)	Mean	Sd
12	For maintaining orderliness, I conscientiously follow the regulations and procedures set by the faculty or university	1 (0.2)	5 (0.8)	67 (11.0)	326 (53.4)	212 (34.7)	4.22	.677
13	For ensuring sufficient learning time, I am always punctual for all my classes	1 (0.2)	6 (1.0)	44 (7.2)	193 (31.6)	367 (60.1)	4.50	.688
	In terms of obedience, I always come to work on time.	8 (1.3)	20 (3.3)	124 (20.3)	241 (39.4)	218 (35.7)	4.05	.899
14	In terms of my obligation towards my work, I always fulfill the required minimum number of working hours set by the university	11 (1.8)	12 (2.0)	50 (8.2)	185 (30.3)	353 (57.8)	4.40	.860
15	With regard to ethics, I conserve and protect university's facilities and assets.	0 (0.0)	0 (0.0)	13 (2.1)	185 (30.3)	413 (67.6)	4.65	.519



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Looking at the mean scores in Table 3, compliance seems to be the general pattern of behavior among university academics. They comply with official rules and regulations of their university and faculty as well as the ethical code of conduct of their profession. For examples, they conscientiously follow the regulations and procedures set by the faculty or university, always punctual for classes, come to work on time, and care to conserve and protect university's facilities and assets.'

Furthermore, Table 4 shows the distribution of frequency, percentage, mean, and standard deviation for the dimension 'Openness' in OCB. Openness refers to the lecturers' behavior in sharing knowledge among them as they acknowledge the power of accessing fresh ideas and influences from one another.

Table 4

*Frequency, Percentage, Mean and Standard Deviation for Responses on Items in the OCB Dimension 'Openness'*

No	Items in Openness	Response scale					Overall	
		1 (f, %)	2 (f, %)	3 (f, %)	4 (f, %)	5 (f, %)	Mean	Sd
16	I collaborate with lecturers and professionals from other universities who have the similar field of expertise	4 (0.7)	19 (3.1)	73 (11.9)	261 (42.7)	254 (41.6)	4.21	.821
17	I participate in forums or conferences related to my field of expertise	1 (.2)	10 (1.6)	54 (8.8)	225 (36.8)	321 (52.5)	4.40	.732
18	I willingly contribute my opinions in my area of expertise to others without hesitant	0 (0.0)	3 (0.5)	44 (7.2)	242 (39.6)	322 (52.7)	4.45	.649
19	I constantly share the latest information that will benefit the researchers or academics in the faculty or university	0 (0.0)	10 (1.6)	69 (11.3)	281 (46.0)	251 (41.1)	4.27	.721
20	For the purpose of coherent development in research, I constantly keep abreast of the latest research findings in my area of expertise.	0 (0.0)	11 (1.8)	60 (9.8)	277 (45.3)	263 (43.0)	4.30	.717
21	I make use of the technology and media available to exchange views pertaining to my area of expertise.	0 (0.0)	10 (1.6)	86 (14.1)	286 (46.8)	229 (37.5)	4.20	.736



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The mean score for all items in Table 4 fall within the range of 4.20 and 4.45, indicating in general that most academics agree with all the statements concerning 'openness', which is reflected, for examples, by collaboration with lecturers and professionals from other universities who have similar field of expertise, by involvement in gaining and sharing related field of knowledge via forums or conferences, and by willingly contribute opinions in their area of expertise to others without hesitation.

Table 5 shows the distribution of frequency, percentage, mean, and standard deviation for the domain 'responsive leadership' in OCB. Responsive leadership refers to the lecturers' perceptions on their leaders as someone who are responsible and accountable to their company of citizens in the university community.

Table 5  
*Frequency, Percentage, Mean, and Standard Deviation for Responses on Items in the OCB Dimension 'Responsive Leadership'*

No	Items in Responsive Leadership	Response scale					Overall	
		1 (f, %)	2 (f, %)	3 (f, %)	4 (f, %)	5 (f, %)	Mean	Sd
22	The faculty/department leadership encourages feedback loops within the members of the faculty or department so as to have clear identification of errors or mistakes within the system.	17 (2.8)	79 (12.9)	202 (33.1)	227 (37.2)	86 (14.1)	3.47	.979
23	The faculty /department leadership formulates clear policies or goals to address problems and issues appropriately with their members from time to time.	20 (3.3)	78 (12.8)	220 (36.0)	207 (33.9)	86 (14.1)	3.43	.990
24	The faculty/department leadership takes prompt action to solve any problems faced by their members within the department or faculty.	29 (4.7)	71 (11.6)	229 (37.5)	209 (34.2)	73 (11.9)	3.37	.995
25	The faculty/department leadership works together with subordinates/ lecturers/ students to shape collective action in	15 (2.5)	60 (9.8)	185 (30.3)	263 (43.0)	88 (14.4)	3.57	.937



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	carrying out many programs/ activities.								
26	The faculty/department leaders works together with subordinates/ lecturers/ students to create new ideas for bringing up the good reputation of the faculty/ university	15 (2.5)	65 (10.6)	175 (28.6)	254 (41.6)	102 (16.7)	3.59	.968	
27	The faculty/ department leadership takes on authority by rotation basis within the faculty or department.	37 (6.1)	75 (12.3)	155 (25.4)	229 (37.5)	115 (18.8)	3.51	1.112	
28	The faculty/department leadership is accountable to their faculty or department members	17 (2.8)	42 (6.9)	132 (21.6)	267 (43.7)	153 (25.0)	3.81	.979	

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From Table 5, the mean score for all items fall within the range of 3.37 and 3.81, indicating in general that the academics agree with all the statements concerning responsive leadership. Most academics say that the faculty leadership encourages feedback loops within members of the faculty so as to have clear identification of errors or mistakes within the system, and that the faculty leadership formulates clear policies or goals to address problems and issues appropriately with their members from time to time. This refers to the leadership's sense of expediency to look into problems or obstacles faced via strategies and set of measures laid out. Apart from that, the faculty leadership also changes periodically by rotation basis within the faculty or department. This implies that the faculty members take turns to hold leadership position in the department or faculty.

Table 6 shows the distribution of frequency, percentage, mean, and standard deviation for the dimension 'Competitive Urgency to Excel' in OCB. Competitive urgency to excel refers the lecturers' inner drive to compete, and work faster and smarter all times.



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Table 6

*Frequency, Percentage, Mean, and Standard Deviation for Responses on Items in the OCB Dimension 'Competitive Urgency to Excel'*

No	Items in Competitive Urgency to Excel	Response scale					Overall	
		1 (f, %)	2 (f, %)	3 (f, %)	4 (f, %)	5 (f, %)	Mean	Sd
29	I embrace a sense of urgency and competitiveness so that the university strives towards achieving its goals and excellence	0 (0.0)	12 (2.0)	107 (17.5)	301 (49.3)	191 (31.3)	4.10	.747
30	I am concerned with my university performance growth and development in serving the interest of students and society	0 (0.0)	2 (0.3)	71 (11.6)	289 (47.3)	249 (40.8)	4.28	.676
31	I keep myself updated with the performance and advancement of competing universities	3 (0.5)	31 (5.1)	150 (24.5)	276 (45.2)	151 (24.7)	3.89	.853
32	I like to engage in discussions about ways and strategies to boost work performance in our department or faculty	1 (0.2)	24 (3.9)	131 (21.4)	295 (48.3)	160 (26.2)	3.96	.805
33	I am responsive to new ideas for the interest of our department or faculty advancement	3 (0.5)	8 (1.3)	76 (12.4)	328 (53.7)	196 (32.1)	4.16	.720
34	I am aware that the 'key performance indicators' are for university advancement and to instill the sense of urgency to achieve the desired outcomes	4 (0.7)	16 (2.6)	85 (13.9)	280 (45.8)	226 (37.0)	4.16	.805

Again, from Table 6, the mean score for all items fall within the range of 3.89 and 4.28, indicating on average, the academics propensity to agree with all the statements concerning competitive urgency to excel. Like in business corporations, academics in public universities do embrace a sense of urgency and competitiveness so that their universities will be ranked among the best in the country and world. In



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addition, academics are concerned with their university's performance growth and development in serving the interest of students and society, and they are also aware that the key performance indicators set by their university have the purpose to instill the sense of urgency to achieve the desired outcomes.

Table 7 shows the distribution of frequency, percentage, mean, and standard deviation for the dimension 'Entrepreneurial Spirit' in OCB. Entrepreneurial spirit refers to lecturers' perception towards the university's efforts in looking into creative insights and energy in exploiting new ventures.

Table 7

*Frequency, Percentage, Mean, and Standard Deviation for Responses on Items in the OCB Dimension 'Entrepreneurial Spirit'*

No	Items in Entrepreneurial Spirit	Response scale					Overall	
		1 (f, %)	2 (f, %)	3 (f, %)	4 (f, %)	5 (f, %)	Mean	Sd
35	With regard to promoting commercialism and businesses, new ideas and research findings are highly valued.	5 (0.8)	26 (4.3)	104 (17.0)	276 (45.2)	200 (32.7)	4.05	.860
36	With regard to the competitiveness in the global market place, the university responds positively to every possible opportunity as they occur.	5 (0.8)	35 (5.7)	157 (25.7)	277 (45.3)	137 (22.4)	3.83	.869
37	In order for the university to contribute more to local economic development, entrepreneurial skills and initiatives are highly valued and rewarded.	5 (0.8)	35 (5.7)	158 (25.9)	269 (44.0)	144 (23.6)	3.84	.879
38	Good ideas for generating business ventures get acted upon quickly in the faculty/ university.	15 (2.5)	81 (13.3)	231 (37.8)	217 (35.5)	67 (11.0)	3.39	.934
39	There is a healthy competition among lecturers and students to be entrepreneurs.	49 (8.0)	140 (22.9)	222 (36.3)	162 (26.5)	38 (6.2)	3.00	1.032
40	The university/faculty uses creative insights and energy to promote entrepreneurial opportunities.	24 (3.9)	110 (18.0)	247 (40.4)	180 (29.5)	50 (8.2)	3.20	.960



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Results in Table 7 show that the mean score for all items fall within the range of 3.00 and 4.05, indicating in general that most academics agree with all the statements concerning entrepreneurial spirit. Most academics agreed that public universities should be ready to engage in commercialism and businesses, and new ideas and research findings should be put into beneficial innovations. This was in response to the government's call that all public universities should generate their own income through business ventures with public agencies and business corporations. Academics also agreed that, with regard to competitiveness in the global market place, the university should respond positively to every possible opportunity as they occur. This is because education in the globalization era has been touted as the key to economic growth and stability (Marginson, 2006). The development of entrepreneurial skills and initiatives is of paramount importance, especially in higher education, so as to facilitate employability of graduates in the international labor market.

Successively, Table 8 shows the distribution of frequency, percentage, mean, and standard deviation for the domain 'Individual Resilience' in OCB. Individual resilience refers to lecturers' behavior to refrain discouragement by setbacks. They should be persistent in achieving success and resilience in the face of failures.

Table 8

*Frequency, Percentage, Mean, and Standard Deviation for Responses on Items in the OCB Dimension 'Individual Resilience'*

No	Items in Individual Resilience	Response scale					Overall	
		1 (f, %)	2 (f, %)	3 (f, %)	4 (f, %)	5 (f, %)	Mean	Sd
41	I have a clear vision of what the university needs to achieve and, therefore, determines my work towards it.	1 (0.2)	17 (2.8)	102 (16.7)	296 (48.4)	195 (31.9)	4.09	.778
42	I display a sense of security and self-assurance with the belief that we, as part of the university organization can respond positively to setbacks that arise.	2 (0.3)	12 (2.0)	111 (18.2)	332 (54.3)	154 (25.2)	4.02	.736
43	I respond to new changes and expectations with a sense of flexibility	0 (0.0)	5 (0.8)	89 (14.6)	331 (54.2)	186 (30.4)	4.14	.681
44	Based on shared goals and values, I respond to ambiguities in management and academic matters in a rather positive manner	1 (0.2)	19 (3.1)	136 (22.3)	333 (54.5)	122 (20.0)	3.91	.744
45	I engage with beneficial	4	100	355	152	4	4.07	.659



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	changes rather than resist against it	(0.7)	(16.4)	(58.1)	(24.9)	(0.7)		
46	When unfavorable circumstances arise in my workplace, I will try not easily be discouraged	0 (0.0)	11 (1.8)	102 (16.7)	355 (58.1)	143 (23.4)	4.03	.688
47	In the face of failure and discouragement in my workplace, I rebound and overcome it with even a greater sense of achieving success	2 (0.3)	17 (2.8)	115 (18.8)	325 (53.2)	152 (24.9)	4.00	.761

From Table 8, the mean score for all items fall within the range of 3.91 and 4.14, indicating in general that most academics agree with all the statements concerning individual resilience. For example, some academics state that they have a clear vision of what the university needs to achieve and, therefore, that determines their work drive towards it. This finding indicates lecturers' proactive attitude and sense of ownership in embracing their university's vision. Furthermore, academics in public universities also say that they display a sense of security and self-assurance with the belief that they are part of the university organization. The faculty members are not easily swayed or influenced by external circumstances around them. On the basis of shared goals and values, academics are able to respond to ambiguities in management and academic matters in a rather positive manner.

Table 9 shows the distribution of frequency, percentage, mean, and standard deviation for the dimension 'Agility' in OCB. Agility refers to lecturers' ability to adapt dynamically to new circumstances in the university. They are flexible and change-ready especially when there is the need for the organization to shift its organizational direction.

Table 9

*Frequency, Percentage, Mean, and Standard Deviation for Responses on Items in the OCB Dimension 'Agility'*

No	Items in Agility	Response scale					Overall	
		1 (f, %)	2 (f, %)	3 (f, %)	4 (f, %)	5 (f, %)	Mean	Sd
48	I see the needs and the importance for the department or faculty to address or look into any breakdowns in the system promptly.	1 (0.2)	6 (1.0)	83 (13.6)	331 (54.2)	190 (31.1)	4.15	.692
49	I suggest or support corrective measures without hesitation to overcome any breakdowns in the management system.	1 (0.2)	3 (0.5)	76 (12.4)	330 (54.0)	201 (32.9)	3.98	.749



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50	I acknowledge the importance to think and understand quickly in order to adapt and move forward as an institution	1 (0.2)	3 (0.5)	76 (12.4)	330 (54.0)	201 (32.9)	4.19	.673
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Based on the results in Table 9, the mean score for all items fall within the range of 3.18 and 4.19, indicating on average, most academics agree with all the statements concerning agility. For examples, the academics state that they see the needs and importance for the department or faculty to address any breakdowns in the system promptly. This is because any prolonged disruptions could affect the agility of the entire department or faculty. They also suggest that corrective measures must be done quickly to overcome any breakdowns in the management system, and they acknowledge the importance to think and comprehend quickly in order to adapt and move forward as an institution. This shows that academics acknowledge intellectual acuity and readiness to change in order to contribute significantly to university achievement.

## DISCUSSION OF FINDINGS

Early research works on OCB began with the psychological conception of indebtedness, i.e. employees compellingly serve their employers, namely industries and firms, with the zeal and commitment going above and beyond of being mere wage earners (Organ, 1988; Bolino, 1999). This is because the fate of their organizations is also theirs'. The employees have been urged not to think of organizations as taking advantage of human resources, but to think of organizational relations as a symbiotic partnership in which all employees derive equal benefits and work together to sustain the partnership (Motowidlo, 2000). Employees have been persuaded to think of themselves as citizens, showing patriotic attachment and loyalty to their employers. However, that partnership sentiment has been shattered a bit due to downsizing and restructuring moves made by corporations. As a result, the concept of organizational citizenship becomes harder to be accepted by employees today than in the past.

Our research began with a critical appraisal of the psychological bias of OCB in the corporate setting, and we felt that OCB must be based on an improved version of the circumplex model postulated by Moon, Dyne & Wrobel (2005), which took a comprehensive view of what supposed to be the actual realm of OCB, including the political stance. In this regard, our research framework incorporated the political conception of OCB as suggested by Manville & Ober (2003) in the Athenian model of citizenship, in which the core values are loyalty, commitment, and patriotism. These core values seem to be more significant than the superficial reciprocal reaction in social exchange theory (Zong, Lam & Chen, 2009). In pursuance to our reconceptualized model, we conducted a research on OCB in some public universities, which are largely government-funded and thus somewhat devoid of corporate business interests, like industries and firms. Our overriding motivation was to answer the question: Do employees in public organizations, such as public universities, think of themselves as organizational citizens? Our research results indicate that academics in public universities do think highly that they are organizational citizens who have professional, ethical, and moral conscience to support their university's growth, development, and sustainability. This is not surprising because academics have strongly believed and upheld that the university is an autonomous jurisdiction where liberalism and



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progressivism thrive in the name of research and knowledge expansion. After all, academics in public universities are government employees who mostly perpetuate the sentiment that research and knowledge should tangentially bring benefits for the common good of society (Lo, Ramayah & Kueh, 2006). Competition among universities is encouraged, but of course it is less vigorous than business and industrial corporations, and not at the stake of losing the core values and obligations of citizenship.

The research results may be applicable to public schools also. Like academics in public universities, teachers in public schools do have similar sentiment and conscience of organizational citizenship, in which schools are instrumental in the process of citizenship education and nation building (DiPaola & Tschannen-Moran, 2001; DiPaola, Tarter & Hoy, 2007). In fact, DiPaola, Tarter & Hoy (2007) have studied the link between OCB and school climate, providing evidence that teacher loyalty and commitment to schools can determine the condition of school environment.

### CONCLUSION

Our study has reconceptualized and renewed the concept of OCB by including the political perspective of the Athenian model of citizenship, and then applied it to the university setting on the assumption that the university is a socio-political institution with numerous competing interest groups—unlike business firms and industries—and thus the sense of citizenship is more diverse and wider than the business setting. The nine dimensions on the renewed OCB model seem to be valid and tenable for public universities.

We contend that the OCB model should not be based just on the psychological perspective because the concept of citizenship is political in nature which dwells on the notion of bilateral reciprocity and exchange between citizens and the state. Citizens contribute to the well-being of the state, and in return the state or government ensures the well-being of the citizens. Social exchange theory is very pertinent in this context.

We hope that more studies will be done to verify the applicability and tenability of the renewed OCB model in colleges and universities in other countries. It is even more so in this current competitive and trying times in which even public universities have been urged by governments to downsize and restructure in the name of organizational cost-efficiency, thereby exerting certain degrees of negative impact on the tenacity of organizational citizenship among academics in public universities.

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