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## A study of the organizational citizenship behavior of the physical education professors and faculty members of Islamic Azad University

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### Abstract

**Background:** The purpose of the present research was to study the organizational citizenship behavior (OCB) of the physical education professors and faculty members of Islamic Azad University (IAU).

**Materials and Methods:** The research was descriptive-survey. The population of the research consisted of all the physical education professors and faculty members of the Azad universities of Region 8 of Iran during the period 2010-2011. Using purposive and convenience sampling, 45 subjects were selected as sample. The required data was collected through the 24-item Organizational Citizenship Behavior Questionnaire of Podsakoff. Descriptive statistics were used for data analysis.

**Results and Discussions:** The results showed that the physical education professors and faculty members of Azad universities had an average level of conscientiousness, sportsmanship, civic virtue, altruism, and general OCB, but they were in a good condition in terms of courtesy.

**Conclusion:** Considering the findings of the present research, the university officials must devise proper strategies to improve organizational citizenship behavior among the staff, especially the components of conscientiousness, sportsmanship, civic virtue, and altruism.

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## **Introduction**

Organizational citizenship behavior is a set of voluntary behaviors that are carried out although they are not a part of a person's responsibilities and these behaviors improve the functioning of the organization (Appelbaum et al., 2004). Organizational citizenship behavior (OCB) is divided into several dimensions: altruism, conscientiousness, courtesy, sportsmanship, and civic virtue (Organ, 1988). In order for its activities to be effective, an organization requires the commitment of its employees to innovation, voluntary behaviors, and actions beyond their responsibilities (Katz & Kahn, 1966). Increased efficiency of the management and the employees, more efficient exploitation and allocation of resources, lower maintenance costs, and enhanced ability to employ quality employees are some of the advantages of OCB (Cohen & Vigoda, 2000).

A review of the literature on organizational citizenship behavior reveals that much research has been carried out on such behaviors in commercial and industrial organizations (Turnipseed and Murkison, 1996; Podsakoff et al., 2000), while few studies have been carried out on OCB in academia, especially among university professors (Allison et al., 2001; Rego, 2003; Skarlicki & Latham, 2005). Allison et al. (2001) showed that OCB of university professors is significantly associated with academic progress of students (Allison et al., 2001). Rego (2003) and Skarlicki and Latham (1995) came to a similar conclusion (Rego, 2003; Skarlicki & Latham, 1995). Rego (2003) believes that OCB of university professors enhances the quality of higher education systems by first influencing the teaching-learning process (Rego, 2003). Professors are burdened with the complex duty of teaching. Teaching is a skill and, thus, it cannot be explicated in a professor's job description. Therefore, organizational citizenship behavior plays a significant role in the performance of university professors. The study of OCB in academia is important, for apparently creativity and innovation in science, technology, and learning-teaching process are, to a large extent, beyond official frameworks and predefined responsibilities. Thus, the purpose of the present research was to study the level of organizational citizenship behavior in the professors and faculty members of the Azad universities in Region 10 of Iran.

## **Materials and Methods**

The present research was descriptive-survey. The population consisted of all the physical education

professors and faculty members of the Azad universities in Region 10 of Iran during the period 2010-2011. Using purposive and convenience sampling, 45 subjects were selected as sample. The required data was collected using a demographics questionnaire (age, gender, marital status, education, and work experience) and Podsakoff's Organizational Citizenship Behavior Questionnaire (Podsakoff et al., 1990). The latter questionnaire consisted of 24 items which included 5 dimensions: conscientiousness (5 items), sportsmanship (4 items), civic virtue (5 items), courtesy (5 items), altruism (5 items). The items were rated based on 5-point Likert scale from 0 (totally disagree) to 4 (totally agree). In the dimensions of conscientiousness, civic virtue, courtesy, and altruism, the scores ranged from 0 to 20. Any score below 7 was considered to be poor, a score of 7-13 was considered to be average, and a score higher than 13 was considered to be good. The score of sportsmanship ranged from 0 to 16. Scores below 6, between 6 and 11, and above 11 were regarded as poor, average, and good respectively. The overall OCB score ranged from 0 to 96. A score of 0-32, 33-65, and 66-96 would be considered poor, average, and good respectively. After a few minor modifications, the validity of the questionnaire was confirmed by sport management experts with sufficient knowledge in the areas of statistics and research methodology. Using Cronbach's alpha, the internal validity of the questionnaire was calculated to be 0.74 in a 30-person sample of the population. The data was analyzed in SPSS 19 using descriptive statistics such as measures of central tendency (mean, median, and mode), dispersion indices (standard deviation, minimum, and maximum), percentage, and tables.

## **Results and Discussions**

All of the 48 distributed questionnaires were returned of which 45 were usable and analyzable. The results in Table 1 showed that among the physical education professors and faculty members, 33.3% were female (15 participants) and 66.7% were male (30 participants); 68.9% were 25-35 years old (31 participants), 15.6% were 36-45 years old (7 participants), and 15.6% were older than 46 years; 82.2% were married (37 participants) and 17.8% were single (8 participants); 71.1% had master's degree (32 participants), 13.3% were Ph.D. students (6 participants), and 15.6% had Ph.D. degree (7 participants); 62.2% had less than 10 years of experience (28 participants), 20% had 11-20 years of experience (9 participants), and 17.8% had more than 20 years of experience (8 participants).

The results in Table 2 showed that the physical education professors and faculty members had an

average level of conscientiousness (13.53±2.54), sportsmanship (7.29±3.94), civic virtue (12.09±3.04),

**Table1. A description of the general characteristics of the participants**

	Gender		Age			Marital Status		Education			Experience		
	Male	Female	25-35	36-45	Above 45	Married	Single	MSc	PhD Student	PhD	< 10	10-20	> 20
N	15	30	31	7	7	37	8	32	6	7	28	9	8
%	33.3	66.7	68.9	15.6	15.6	82.2	17.8	71.1	13.3	15.6	62.2	20	17.8

**Table2. Organizational citizenship behavior and its dimensions in the participants**

	Participants	Questions	Mean	Median	Mode	SD	Min.	Max.
Conscientiousness	45	5	13.53	13	12	2.54	8	20
Sportsmanship	45	4	7.29	8	10	3.94	0	15
Civic Virtue	45	5	12.09	12	12	3.04	2	18
Courtesy	45	5	14.20	14	15	2.18	10	20
Altruism	45	5	12.95	13	12	3.60	3	20
OCB	45	24	6.007	59	64	9.31	39	87

And altruism (12.95±3.60), and they were in a good condition in terms of courtesy (14.20 ± 2.18). As for the overall organizational citizenship behavior score, the participants were in an average level (60.07 ± 9.31).

### Conclusion

The purpose of the present research was to study the organizational citizenship behavior (OCB) of the physical education professors and faculty members of the Azad universities in Region 10 of Iran. The findings revealed that the participants were at an average level in terms of conscientiousness, altruism, civic virtue, and sportsmanship, but they were in a good condition in terms of courtesy. It must be noted that all the five dimensions of OCB may not be present concurrently; for instance, people who are conscientious may not always be altruistic. Further, such behaviors as altruism and conscientiousness may be strategies for putting pressure on the organization's management; that is, the employees display such behaviors to affect the decision-making process of the management and/or to receive bonuses. In this case, the employees turn from a "good soldier" into a "good actor" (Castro et al., 2004).

The results of the present research are consistent with the findings of Kim (2006) in terms of

conscientiousness (Kim, 2006), but they are inconsistent with the findings of Kim (2006) in terms of altruism and with the results of Allen et al. (2004) in terms of altruism and conscientiousness (Kim, 2006; Allen et al., 2004). The reasons for such inconsistencies may be the differences in populations, job descriptions, and working environments. Nevertheless, professors and faculty members can play a significant role in enhancing the quality of their university. By displaying altruistic and conscientious behaviors as well as courtesy and responsibility, they can effectively contribute to the functioning and efficiency of the university.

The findings of the present research showed that the physical education professors and faculty members had an average level of organizational citizenship behavior and this is inconsistent with the findings of Tang and Ibrahim (1998), Bogler and Somech (2004), and Yun et al. (2007) (Tang & Ibrahim, 1998; Bogler & Somech, 2004; Yun et al., 2007). Teaching in the university environment can be very demanding for professors, especially in practical courses that are accompanied by physical activities. These courses can cause physical and mental fatigue in professors that may reduce the display of organizational citizenship behavior among them. Considering the increasing competition among the universities of the world, achieving a higher rank

entirely depends on the output and performance of professors and faculty members. In this intensive competition, mere performance of the official duties is not sufficient and organizational citizenship behavior can remarkably contribute to the success of universities. Therefore, the efficient performance of universities depends on the efforts of professors and faculty members; efforts that do not take place with a specific framework; efforts that go beyond one's defined responsibilities .

Considering the results of the present research, university officials must provide proper strategies for improving organizational citizenship behavior in professors and faculty members, especially in terms of dimensions such as conscientiousness, altruism, civic virtue, and sportsmanship. We recommend training classes and workshops for improving the display of such behaviors in the professors and faculty members of Azad universities.

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