WCES 2012

Investigating the relationship between organizational citizenship behavior and self-esteem among physical education teachers

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Abstract

Organizational citizenship behaviour (OCB) has received considerable attention in recent years. The present study sought to discern the relationship between OCB as voluntary acts beyond the role specifications, self-esteem educational background and gender among physical education (P.E) teachers. Data was collected through Podsakoff and Koys’s (2001) OCB questionnaire and Cooper revealed that OCB has a significant impact on self-esteem. Moreover, there was a significant relationship between educational background and self-esteem, but no relationship was observed between educational background and OCB.

Keywords: Organizational citizenship behaviour (OCB), self-esteem, physical education teachers

1. Introduction

OCB has been the topic of research for many years. Different Variables effects on OCB have been examined in relation to OCB such as task interdependence, performance, or employee empowerment. The following sections review OCB and self-esteem as the two main variables of the present study briefly.

1.1. Organizational citizenship behaviour

Organ (1990) argues that OCB includes both attendant of positive gestures and contributions and the quality of forbearance which involves “the willingness to endure the occasional costs in conveniences and minor frustration attendant to collective endeavours.” (p.47). Moreover Organ views OCB as consisting of contributions of participant which are informal and which may be chosen by the participant to proffer or withhold without thinking of sanction or formal incentives. Correspondingly during 1930s, Bernard observed the phenomenon of organizational citizenship behaviour which he later termed as extra role behaviours (Bernard, 1938). His notion that

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employees demonstrated OCB is the earliest example identified in this review. Katz and Kahn (1968) defined supra-role behaviours that improved the effectiveness of the organization. The identified extra-role behaviours included helping other colleagues with work-related problems, accepting others into the work group without a fuss, either putting up with or minimizing interpersonal conflict in the organization and protecting and conserving organizational resources. Koys’s (1988) multi dimensional scale of OCB contained five dimensions which makeup the OCB construct including altruism (welfare), courtesy sportsmanship, civic virtue, and conscientiousness.

1.2. self-esteem

Self-esteem is the basic appraisal of one self, as it concerns the overall value that one places on oneself, as a person (Rosenberg, 1965). According to korman (1976), the way individuals react to life experiences is- among others-based on the extent to which they perceive themselves as being able to satisfy their needs. The basic underlying theoretical tenet is that individuals will develop attitudes and behave in a way that will maintain their level of self-esteem.

However, concerning gender, some researchers have found significant differences in OCB and self-esteem between men and women (Bummer et al., 2003; kidder, 2002; kidder and Meleanparks ,2001). Conversely, in some studies no significant differences between male and female participant were confirmed regarding OCB (okedij et al., 2009) and self-esteem (Bergman & scott, 2001). However, the present study sought to examine if organizational citizenship behaviour impacts physical education teachers’ self-esteem. The effect of gender and educational background on OCB and self-esteem are examined as well. Thus, the present research views OCB as a predictor for self-esteem in PE teachers. In a similar research, Belou (2005) examined the effect of self-esteem and the influence of gender on OCB. The results of the analysis of the data gathered from 140 doctors and nurses suggested that OCB positively correlated to self-esteem. Hence, this study attempts to test the following hypotheses:

H1: Altruism is positively related to self-esteem
H2: courtesy is positively related to self-esteem
H3: sportsmanship is positively related to self-esteem
H4: civic virtue is positively related to self-esteem
H5: conscientious is positively related to self-esteem
H6: OCB is positively related to self-esteem
H7: educational background is positively related to OCB and self-esteem
H8: there are differences in OCB and self-esteem between male and female teachers.

2. Methods
2.1. Participants:

To collect data for this research, a total of 86 teachers (including 48 males and 38 females) were selected randomly from 109 teachers (61 males, 48 females). The participants were teachers in Shirvan (a city in northern Khorasan province, Iran). They were guidance and secondary school physical Education teachers.

2.2. Measures:

2.2.1. Gender: The participants were asked to indicate their gender through the dichotomous question in the questionnaire as male or female.

2.2.2. Educational background

Level of education was identified with a single question asking the participants to mark whether they have an associate, bachelor, masters, or doctorate degree.
2.2.3. Organizational citizenship behaviour

The five-factors OCB scale developed by Koys (2001) was used. Which is a five point Likert-scale questionnaire ranging from “totally agree” to “totally disagree”. The overall Cronbach alpha for this scale was measured as 0.89.

2.2.4. Self-esteem

The participants’ self-esteem was measured using Cooper Smith’s (1990) questionnaire. This instrument sought the teachers’ views of their self-esteem while they were at the context of school; that is their working context. The overall Cronbach Alpha for this measure was calculated as 0.84.

2.2.5. Data collection procedures:

Data was obtained during two different time periods which were among the teachers’ working times. The questionnaires were administered and the participants were asked to choose the case among Likert-scale items that were true for them.

3. Statistical analysis and Results

Correlation test was conducted in order to test the hypothesized relationships between OCB and self-esteem. Furthermore, Independent T-test was run to test the differences in female and male teachers regarding OCB and self-esteem. Correspondingly, an enter-regression analysis was performed to determine the predictors of self-esteem.

3.1. Descriptive statistics

The data analysis revealed that 44.2% of teachers were female and 55.8% were male. As far as educational Background was concerned 67.4% of the teachers had Bachelor degree, 11.6% masters degree. Moreover, 86% of teachers’ major corresponded to physical education and only 14% of the teachers majored in other fields. Concerning self esteem, 47% had a high self-esteem (70 to 100) and 12% had a low self-esteem. Furthermore, the teachers’ self-esteem mean was moderate (x̄=95). This implies that teachers waver between feeling able and useless right and wrong, acting at time wisely and rashly at others. Teachers’ OCB mean was also moderate (x̄=3.03).

3.2. Correlation results

As is illustrated in table 1 teachers’ OCB and its five dimensions positively correlated with their self-esteem. This provides initial support for hypotheses 1 to 6. Therefore, it can be concluded that extra behaviours such as helping other colleagues, interacting with parents, and volunteering for special professional activities can give the person a feeling of self-worth.

3.3. Independent t-test

As is demonstrated in table 2 no significant differences at the level of a=0.05 were observed between male and female teachers regarding the mean of OCB and self esteem which did not support hypothesis 7. Thus, either gender displayed OCB and self-esteem at the same rate. Similarly, they had a feeling of self-worth at the same level. Furthermore, no significant correlation was observed between teacher’s OCB and educational background (p-value: >0.05). However, there was a significant relationship between educational background and self-esteem (p-value: <0.05). Concluding, the more educated a person is, the more confident and capable he or she feels (table 3)

The results of the enter regression analysis for determining the predictors of self-esteem as is demonstrated in table 4 indicates that altruism ($\bar{b}=0.75$, $t=2.868$, $p=0.005$) was the best predictor of self-esteem followed by civic virtue, sportsmanship, and courtesy respectively.
Table 1: Correlation between OCB and its sub dimensions with self-esteem

<table>
<thead>
<tr>
<th>Variable</th>
<th>No (n)</th>
<th>Correlation (r)</th>
<th>Significance (p)</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCB and self-esteem</td>
<td>86</td>
<td>0.761</td>
<td>0.001</td>
</tr>
<tr>
<td>Conscientiousness and self-esteem</td>
<td>86</td>
<td>0.358</td>
<td>0.000</td>
</tr>
<tr>
<td>Sportsmanship and self-esteem</td>
<td>86</td>
<td>0.555</td>
<td>0.001</td>
</tr>
<tr>
<td>Civic virtue and self-esteem</td>
<td>86</td>
<td>0.547</td>
<td>0.002</td>
</tr>
<tr>
<td>Courtesy and self-esteem</td>
<td>86</td>
<td>0.498</td>
<td>0.001</td>
</tr>
<tr>
<td>Altruism and self-esteem</td>
<td>86</td>
<td>0.506</td>
<td>0.001</td>
</tr>
</tbody>
</table>

Correlation is significant at the 0.05 level

Table 2: Comparison of OCB and self-esteem between Male and woman PE teachers

<table>
<thead>
<tr>
<th>Group</th>
<th>NO (n)</th>
<th>M±SD</th>
<th>df</th>
<th>t</th>
<th>Significant (p)</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCB</td>
<td>Male</td>
<td>48</td>
<td>3.667±0.269</td>
<td>84</td>
<td>1.286</td>
</tr>
<tr>
<td></td>
<td>Fe male</td>
<td>38</td>
<td>2.986±0.311</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-esteem</td>
<td>Male</td>
<td>48</td>
<td>94.229±8.584</td>
<td>84</td>
<td>0.916</td>
</tr>
<tr>
<td></td>
<td>Fe male</td>
<td>38</td>
<td>96.368±12.995</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3: Correlation between educational background with OCB and self-esteem

<table>
<thead>
<tr>
<th>Variable</th>
<th>No (n)</th>
<th>Correlation (r)</th>
<th>Significance (p)</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCB and educational background</td>
<td>86</td>
<td>0.168</td>
<td>0.121</td>
</tr>
<tr>
<td>Self-esteem and educational background</td>
<td>86</td>
<td>0.213</td>
<td>0.048</td>
</tr>
</tbody>
</table>

Table 4: Simple linear regression model by enter method

<table>
<thead>
<tr>
<th>Model</th>
<th>B</th>
<th>SD</th>
<th>B</th>
<th>T</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>0.81</td>
<td>13.476</td>
<td>---</td>
<td>-0.582</td>
<td>0.563</td>
</tr>
<tr>
<td>Altruism</td>
<td>0.70</td>
<td>3.44</td>
<td>0.75</td>
<td>2.868</td>
<td>0.005</td>
</tr>
<tr>
<td>Civic virtue</td>
<td>0.67</td>
<td>1.534</td>
<td>0.70</td>
<td>4.384</td>
<td>0.000</td>
</tr>
<tr>
<td>Sportmanship</td>
<td>0.56</td>
<td>1.483</td>
<td>0.60</td>
<td>3.758</td>
<td>0.000</td>
</tr>
<tr>
<td>Conscientiousness</td>
<td>0.20</td>
<td>2.691</td>
<td>0.50</td>
<td>0.758</td>
<td>0.450</td>
</tr>
</tbody>
</table>

4. Discussion

The results of this study confirm that OCB has an effect on teachers’ self-esteem. As is stated by organ (1988) OCB advances the effective operation of the organization and the self-efficacy and self-esteem of the employees. When the context is a school, however, effective operation is imperative since it relates not only to cognitive aspects of teaching but also affective as well as psycho-motor aspects. The impact of OCB on self-esteem may be attributed to the fact that teachers who give their best in their work and have proactive interpersonal, cooperative and helping behaviour are more likely to believe in themselves and view themselves as being important and worthwhile. It seems that the results (significant positive relationship between OCB and self-esteem, (r=0.761, p-value<0.05) is in accordance with previous findings such as those of Belou and colleagues 2005 results.

Taking all these into consideration, it seems vital for mangers to find ways in order to enhance OCB through emphasizing organizational culture and long-term reward plans. As far as self-esteem is concerned recognition and praising the teachers make them feel competent and trustworthy. This study adds to the growing body of knowledge and research on self-esteem as well as OCB, focusing on physical education teachers.

References


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