

Organizational Citizenship Behavior and Perceived Organizational Reputation Predicting Work Engagement of Teachers

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Abstract

The objectives of the research entitled “organizational citizenship behavior and perceived organizational reputation predicting work engagement of teachers” were to, 1) study level of organizational citizenship behavior, perceived organizational reputation and work engagement of teachers. 2) study relationship between organizational citizenship behavior and work engagement of teachers. 3) study relationship between perceived organizational reputation and work engagement of teachers. 4) predict work engagement of teachers with organizational citizenship behavior and perceived organizational reputation. The sample of the research was 187 teachers. The research instrument was questionnaires. Statistics used were frequency, percentage, mean, standard deviation, Pearson's correlation coefficient and stepwise multiple regression analysis. The results revealed that 1. Organizational citizenship behavior, perceived organizational reputation and work engagement of teachers were at high level. 2. There was a positive relationship between organizational citizenship behavior and work engagement of teachers ($r = .612$) with a statistical significance level of .01 3. There was a positive relationship between perceived organizational reputation and work engagement of teachers ($r = .575$) with a statistical significance level of .01 and 4. Organizational citizenship behavior and perceived organizational reputation accounted for 45.9 percent of variance in work engagement of teachers.

Keywords : organizational citizenship behavior, perceived organizational reputation, work engagement

1. Introduction

School is an organization that is responsible for educating all learners, with the expectation to empower human resources with balance in terms of physical status, knowledge, moral, ethics and awareness of being Thai citizens. The aim of education is to cultivate knowledge and basic learning skills based on the belief that “everyone can acquire knowledge and do self-development regarding

individual potential” (Ministry of Education, 2008). One important person in the educational environment is teacher who plays a significant role in developing education (Tepsumetanon, 2013). Teacher is in charge of paving education path for students, so the students will possess good qualification, along with knowledge and life skills in surviving through the consistent fluctuations of economics, society and politics (Wannasri, 2009). However, the working condition of teacher can be influenced if the director or the executive do not pay attention to the well-being in workplace for teachers, regardless of their well-rounded qualifications (Prin, O 2003).

The employee engagement is a spiritual anchor for teachers to have commitment and loyalty to their work (Steers & Porter, 1983). Teachers who have affection and bond to their schools are expected to completely devote and have strongly drive to bring success. Nonetheless, teachers who do not feel engaged will lack passion and devotion to their work places. In other words, success or failure of schools depends upon the cooperation, time devotion and responsibility of teachers to accomplish targets successfully without being forced. By possessing these qualifications, it represents the affection and bond that teachers have for their schools. Moreover, it portrays their determinations to stay and work with the schools in order to be fully responsible for their assignments (Steer, 1977) Organizational citizenship behavior is one factor that effects on the work operation of teachers because this behavior shows that teachers are willing to work without being assigned or commanded (Clegg, Hardy, & Nord, 1996; Jewell, 1998). The perception of organizational reputation also motivates teachers to continue working in schools. This reputation recognizing concept has been universally referred and has positive significance which indicates the qualification of being recognized, including being acknowledged value or good virtue being perceived by involved people both directly and indirectly (Boylan et al., 1993). The research results showed good reputation of school was a variable which influenced to accept employment of teachers (Davis, 2002)

Regarding what being mentioned above, the researcher has perceived the importance of organizational citizenship behavior and perceived organizational reputation and their relations to work engagement of teachers. The role of teacher is not only an important resource of education, but also the key factor to help develop the education. The work engagement of teachers can shed the light on the key factors that are able to predict the work engagement. The results are expected to be beneficial for increasing the work engagements of Thai teachers.

2. Literature Review

2.1 Work Engagement

One of the first scholar who conceptualised engagement at work was Kahn (1990) as cited in Schaufeli & Bakker (2010) and described it as the harnessing of organization member’s selves to their work roles: in engagement, people employ and express themselves physically, cognitively, emotionally, and mentally during role performances. In other words, engaged employees put a lot effort into their work because they identified with it (Schaufeli & Bakker. 2010). Schaufeli and his group (2002 cited in Schaufeli and Bakker. 2010) defined engagement as a positive, fulfilling, work-related state of mind that is characterised by vigour, dedication, and absorption. Work engagement is consisted of 3 dimensions. Vigor is characterised by high levels of energy and mental resilience while working, the willingness to invest effort in one’s work, and persistence also in the face of difficulties. Dedication is characterised by a sense of significance, enthusiasm, inspiration, pride, and challenge. Absorption is characterised by being fully concentrated and happily engrossed in one’s work, whereby time passes quickly and one has difficulties with detaching oneself from work.

2.2 Organizational Citizenship Behavior (OCB)

OCB has been defined as follows: individual behavior that is discretionary, not directly or explicitly recognised by the formal reward system, and that in the aggregate promotes the effective functioning of the organization (Organ, 1988). Organ described five dimensions of OCB as Civic Virtue, Courtesy, Sportsmanship, Altruism, and Conscientiousness. Civic Virtue is the responsibility of the subordinates to participate in the life of the firm such as attending meetings which are not required by the firm and keeping up with the changes in the organization. Courtesy is subsumes all of foresight gestures that help someone else prevent a problem, touching base with people before committing to actions that will affect them, providing advance notice to someone who needs to know to schedule work. Sportsmanship is the behavior of warmly tolerating the irritations that are an unavoidable part of nearly every organizational setting. Altruism is voluntary behavior where an employee provides assistance to an individual with a particular problem to complete his or her task under unusual circumstances (Smith, Organ, & Near, 1983). Conscientiousness is dedication to the job which exceeds formal requirements such as working long hours, and volunteers to perform jobs besides duties means that employees carry out in role behaviors well beyond the minimum required levels. From the studied of Warangkhan (2011) found that there was a significant positive correlation between job engagement and organizational citizenship behavior ($r=.465, p<0.1$). According to the resulted from Abed & Elewa (2016) showed there was a highly significant correlation between work engagement and citizenship and the same studied from Abd-Allah (2016) found that employee engagement had a direct significant positive relationship between employee engagement and OCB for employees working in cement industry in Egypt and the research of Sridhar & Thiruvankadam (2014) showed engagement had a very significant impact on organizational citizenship behavior. Also, the research of Ariani (2013) showed a significant positive relation between employee engagement and OCB and the research of Babcock-Roberson & Strickland (2010) showed the results indicated a significant positive relation between work engagement and OCB. In consequence, there was correlation between organizational citizenship behavior and work engagement.

2.3 Organization Reputation

Organization Reputation has been defined as follows: a collective assessment of a company is attractiveness to a specific group of stakeholders relative to a reference group of companies with which the company competes for resources (Fombrun, 2012). Agarwal, Stackhouse, and Osiyevskyy (2017) analysed componential domain of the organizational reputation and suggests that three consistently show some overlap across competing measures: 1. Quality of products and services, 2. Social and environmental responsibility and 3. Financial performance. This suggests that these dimensions may, in part, lie at the heart of organizational reputation as comprised of asset constructs. In order to refine and generalise the componential structure of the organizational reputation, Agarwal, Stackhouse, and Osiyevskyy (2017) identified three distinct explanations that undergird the foundation of an organizational reputation: a reflection of organizational character, technical efficacy concerns, and symbolic conformity with cultural expectations. These common dimensionalities and situate within organizational reputation as a second-order multidimensional construct. Dimension 1: Product and Service Efficacy view of reputation, technical efficacy characterises a firm's ability to fulfil stakeholders' material needs and is coped with consequences and tangible organizational output. Dimension 2: Market Prominence as the extent to which a firm is widely recognised among stakeholders in its organizational field and reflecting the degree of the firm's shared evaluative judgment among customers and the extent to which it stands out relative to

competition. Dimension 3: Societal Ethicality refers to a firm's reputation tied to meeting socially constructed standards within the cultural system that it is embedded in, and the firm does so by adopting culture-specific and context specific structures and practices that are locally appropriate and culturally desirable. That is stakeholders confer good reputations not only on firms that are able to full fill their financial and performance obligations, but also firms that exemplify cultural fitness and conformity to local norms. The previous research has revealed perceived Organizational reputation significantly and positively affected employee engagement and employee perception of organizational reputation fully mediated CEO credibility impact on employee engagement (Men, 2012). As the study of Shirin & Kleyn (2017) revealed the results of the model confirmed that corporate reputation perceptions were an important predictor of employee engagement. Therefore, the results indicated that perceived organization reputation affected employee engagement.

3. Objectives of the study

3.1 To study level of organizational citizenship behavior, perceived organizational reputation and work engagement of teachers.

3.2 To study relationship between organizational citizenship behavior and work engagement of teachers.

3.3 To study relationship between perceived organizational reputation and work engagement of teachers.

3.4 To predict work engagement of teachers with organizational citizenship behavior and perceived organizational reputation.

4. Research method

This was a survey research by distributing questionnaires to teachers in secondary schools.

4.1 Population and sample

The research samples were teachers from two secondary schools in Nonthaburi province. The samples were selected by the formulation proposed by Krejcie and Morgan (1970) with 95% confidence interval. 180 samples out of 339 were chosen by proportional stratified random sampling. The researcher added 10% for complete number and therefore the total number were 198 samples. The 187 questionnaires returned and completed questionnaires used to analysis.

4.2 Research tool

In this study, the researchers used questionnaires for collecting the data, which divided into 4 parts; Part 1: 7 items measuring personal data with checklist method. The personal data were gender, age, work experience, education level, income per month, learning area group and position. Part 2: 19 items measuring work engagement were constructed from concept of Schaufeli & Bakker (2004). Part 3: 8 items measuring perceived organizational reputation were constructed from concept of Agarwal, House & Osievsyy (2017). And part 4: 22 items measuring organizational citizenship behavior were constructed from concept of Organ (1990). In part 2-4, this scale was 5 point scales (1 = slightly to 5 = extremely).

4.3 Research tool development

Three experts examined the constructed questionnaire in the aspects of language usage and content validity. scoring 1 meant it was certain that the item was congruent with the definition of each variable, while scoring 0 meant it was uncertain that the item was congruent with the definition of each variable. Scoring -1 meant it was certain that the item was not congruent with the definition of each variable. After that, the Index value of Item Objective Congruence or IOC was calculated and the test with the value of IOC of .50 or more was selected (Rovinelli & Hambleton, 1976). It

was found that the questionnaires about work engagement, perceived organizational reputation and organizational citizenship behavior had passed the evaluation criteria for 19, 8 and 25 items respectively. Then, 30 questionnaires were tested among teachers from secondary schools in Ratchaburi province because they had nearly similar characteristics to the sample group to evaluate discrimination power and reliability of the questionnaires. The value of discrimination power was obtained by t-test evaluation (McIver & Carmines, 1981) and the t value must be more than 1.75 to be accepted. The items that got t value less than 1.75 (Edwards, 1957) were eliminated because they were considered unacceptable. The questionnaires about work engagement, perceived organizational reputation and organizational citizenship behavior have passed the evaluation criteria for 19, 8 and 22 items respectively. The reliability and the internal consistency were evaluated by using Cronbach's Alpha Coefficient. The results were presented according to Table 1.

Table 1 Content Validity, Discrimination Power, and Reliability

Questionnaires	Number of good test items		Reliability Cronbach's alpha
	Content Validity	Discrimination Power	
1. Work engagement	19	19	.942
- Vigor	6	6	.898
- Dedication	6	6	.875
- Absorption	7	7	.863
2. Perceived organizational reputation	8	8	.899
3. Organizational Citizenship Behavior	25	22	.926
- Civic Virtue	6	6	.916
- Courtesy	5	5	.839
- Sportsmanship	4	2	.811
- Altruism	5	4	.568
- Conscientiousness	5	5	.929

5. Data collection and analysis

The school directors were contacted to ask for permission to distribute questionnaires to the participants who were teachers. The schools assigned 1-2 teachers to help distribute and collect questionnaires. Then, the questionnaires were analyzed by using the computer programme to process data. The statistics employed in this research were frequency, percentage, mean, standard deviation, Pearson's correlation coefficient and stepwise multiple regression analysis.

6. Results

6.1 Result from analyzing personal data of teachers

The majority of teachers were 140 females (74.99%) and 39 males (20.90%). The average age of 86 participants (46.00%) was 25-35. There were 103 participants (55.10%) who have work experience with the period from 1-10 years. There were 126 participants (67.40%) who graduated with bachelor degree and there were 106 of them (56.70%) who earned about 15,000-25,000 baht per month. 39 of the participants (20.90%) were from the learning area of Occupations and Technology. And 44 participants (23.50%) were advisory level teachers (K5 teachers).

6.2 Result from analyzing level of work engagement, organizational citizenship behavior and Perceived organizational reputation of teachers

The criteria for interpreting the data was set as follows (Table 2 – 4): a mean score of 1.00 – 1.80, 1.81 – 2.60, 2.61 – 3.40, 3.41 – 4.20 and 4.21 – 5.00 indicated a lowest, low, moderate, high and highest level respectively.

The level of overall work engagement of teachers in general was in high level ($\bar{X} = 3.970$, S.D. = .454). The aspect of dedication earned the highest mean ($\bar{X} = 4.082$, S.D. = 0.504), followed by the aspect of absorption ($\bar{X} = 3.943$, S.D. = 0.536) and vigor earned $\bar{X} = 3.890$, S.D. = 0.513 respectively as shown in Table 2.

Table 2 Level of work engagement

Work Engagement	\bar{X}	S.D.	Level
Vigor	3.890	0.513	High
Dedication	4.082	0.504	High
Absorption	3.943	0.536	High
Overall	3.970	0.454	High

The level of overall organization citizenship behavior of teachers in general was in high level ($\bar{X} = 4.147$, S.D. = 0.428). The aspect of conscientiousness was in highest level ($\bar{X} = 4.333$, S.D. = 0.530), followed by the aspect of courtesy ($\bar{X} = 4.198$, S.D. = 0.503) and altruism earned $\bar{X} = 4.117$, S.D. = 0.551 respectively as shown in Table 3.

Table 3 Level of Organizational Citizenship Behavior

Organizational Citizenship Behavior	\bar{X}	S.D.	Level
Civic Virtue	3.984	0.553	High
Courtesy	4.198	0.503	High
Sportsmanship	4.011	0.618	High

Altruism	4.117	0.551	High
Conscientiousness	4.333	0.530	Highest
Overall	4.147	0.428	High

The level of overall perceived organizational reputation of teachers in general was in high level ($\bar{X} = 4.095$, S.D. = 0.454) as shown in Table 4.

Table 4 Level of Perceived organizational reputation

Perceived Organizational Reputation	\bar{X}	S.D.	Level
Overall	4.095	0.454	High

6.3 Result from analyzing the relationship between organizational citizenship behavior and work engagement of teachers

Table 5 Pearson's correlation coefficient between organizational citizenship behavior and work engagement

Organizational Citizenship Behavior	Work engagement	
	r	p-value
Civic Virtue	.586**	.000
Courtesy	.472**	.000
Sportsmanship	.769**	.000
Altruism	.502**	.000
Conscientiousness	.369**	.000
Overall	.612**	.000

** $p < .01$

The finding from Table 5 showed the organizational citizenship behavior had a positive relationship with work engagement of teachers at the statistical significance level at .01. The Pearson's correlation coefficient was .612. After considering each aspect, all aspects of organizational citizenship behavior: sportsmanship, civic virtue, altruism, courtesy, and conscientiousness positively related to work engagement of teachers at the statistical significance

level at .01, with the Pearson's correlation coefficient of .769, .586, .502, .472 and .369 respectively.

Table 6 Pearson's correlation coefficient between perceived organizational reputation and work engagement

Perceived organizational reputation	Work engagement	
	r	p-value
Overall	.575**	.000

** $p < .01$

The finding from Table 6 showed the perceived organizational reputation had a positive relationship with work engagement of teachers at the statistical significance level at .01. The Pearson's correlation coefficient was .575.

6.4 Result from analyzing the prediction of work engagement of teachers from organizational citizenship behavior and perceived organizational reputation

Table 7 Stepwise multiple regression – Model summary

model	variables	R	R ²	AR ²	S.E.	F	Sig.
1	(constant)						
	organizational citizenship behavior	.612	.375	.371	.360	110.814**	.000
2	(constant)						
	organizational citizenship behavior						
	perceived organizational reputation	.678	.459	.543	.336	78.098**	.000

** $p < .01$

Table 8 Stepwise multiple regression – coefficients^a

model	variables	b	S.E.B	Beta	t	p-value
1	(constant)	1.275	.257	-	4.956**	.000
	organizational citizenship behavior	.650	.062	.612	10.527**	.000
2	(constant)	.682	.264	-	2.583*	.011
	organizational citizenship behavior	.452	.068	.426	6.616**	.000
	perceived organizational reputation	.345	.064	.345	5.362**	.000

^aDependent Variable: work engagement

* $p < .05$ ** $p < .01$

The finding from Table 7-8 showed the organizational citizenship behavior ($b = .452$, Beta = $.426$) and perceived organizational reputation ($b = .345$, Beta = $.345$) accounted for 45.9 percent of variance in work engagement of teachers.

7. Discussion

Being teacher's organizational citizenship behavior had positive relation to the job engagement of teachers at the statistical significance of .01. In addition, being teacher's organizational citizenship behavior could predict the work engagement of teachers which relates to the researches of Sridhar & Thiruvankadam (2014); Abd-Allah (2016); Babcock-Roberson & Strickland (2010); Abed & Elewa (2016) and Warangkhan (2011). This can be interpreted that teachers were civic virtue, courtesy, sportsmanship, altruism, conscientiousness and have high work engagement. There was a relation between sportsmanship and work engagement of teachers ($r = .769$). It was higher than other aspects. That's why the executive should focus on encouraging teachers to be sportsmanship. The more sportsmanship teachers were, the more the work engagement will be. There was a positive relationship between perceived organizational reputation and work engagement of teachers and the perceived organizational reputation was a predictor of work engagement of teachers and this can be related to the study of Men (2012) and Shirin & Kleyn (2017). The executive should realise the importance of encouraging teachers to perceive the organizational reputation by providing useful information namely to teachers and students work, services provided for students, school activities and outstanding characteristics of school. The more teachers perceive the reputation, the more the job engagement will be.

8. Recommendations

8.1 Recommendation for Practice and Development

The recommendation for elaborating the research results has been applied as follows.

8.1.1 School executive should realise the importance of encouraging teachers to be organizational citizenship particularly sportsmanship. If teachers were sportsmanship, they would accept the situations without being captious others and will have high tolerance to work. Teachers would engage more in work if they were good members of the organization.

8.1.2 School executive should realize the importance of encouraging teachers to perceive the reputation of the organization by providing useful information during the meeting or through others channels. If teachers perceive the reputation of the organization, they would engage more in work.

8.2 Recommendation for further study

8.2.1 To study the perceived organizational reputation, it can be conducted by following Agarwal, House & Osiyevskyy (2017), they divided perceived organizational reputation into 3 aspects: 1. the potential of products and services, 2. societal ethicality and 3. market prominence.

8.2.2 The experimental research should involve in order increasing quality members to the teacher's organization. The qualifications needed were being sportsmanship or understanding the organizational reputation. It is also suggested to have assessment on the affects of being quality members of the organization, in terms of being sportsmanship or recognising the organizational reputation which affected on the job engagement of teachers.

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