Development And Preliminary Psychometric Properties Of Teachers’ Organizational Citizenship Behavior Scale

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Abstract

Organizational citizenship behavior (OCB) is very important to teachers and schools because it is related to school effectiveness. This study tried to create a multidimensional item response model of teachers’ OCB and develop a teachers’ OCB scale using a new synthesized model. The scale was developed and pre-tested by 604 elementary and middle school teachers under the Office of the Basic Education Commission of Thailand. The item total correlation and the Cronbach alpha coefficient analysis of data showed discrimination ability and reliability. In addition, the multidimensional analysis and the confirmatory factor analysis of data showed item fit and construct validity of the scale. This may lead to the development of clear and correct measure of teachers’ OCB structure.

Keywords: organizational citizenship behavior, MIRT, psychometric properties, teacher

1. Introduction

Organizational Citizenship Behavior (OCB) plays a very significant role in the organization’s success at both the individual and organizational levels (Organ, Podsakoff, & MacKenzie, 2006) in helping to generate and support overall the organization for positive effects (Moorhead & Griffin, 2010). Nevertheless, OCBs are acts that occur naturally aside from the duties that were officially specified and have an important role in helping the organization operate smoothly (Greenberg, 2010). These behaviors are vital for the survival and effectiveness of the organization (George & Jones, 2002). Apart from this, OCB helps to support the healthy well-being of the organization as (Greenberg & Baron, 2003). Previous empirical studies (e.g., Ehrhart, Bliese & Thomas, 2006), which emphasized the importance of OCB, found that OCB had relations with the success of the company. Moideenkutty, Blau, Kumar & Nalakath (2005) discovered that performance evaluation gained influence from OCB and the objective

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productivity, in which both the OCB and the objective productivity predicted the performance evaluation up to 41%. This corresponds with Vilela, Gonzalez & Ferrin (2008), who found that OCB has positive influences to performance evaluation. Moreover, Nasir et al. (2011) indicated that OCB had a relationship on work performance. In addition, Mackenzie, Podsakoff & Podsakoff (2011) pointed out that challenge-oriented OCB positively affects group operations; Nielsen, Bachrach, Sundstrom, & Halfhill (2012) also revealed that OCB yields positive relations to group operations. Moreover, Yilmaz & Tasdan (2009) found that OCB incurs positive relations to organizational justice as well. Because of the significance of the OCB, many scholars shown interest and proposed theoretical ideas about OCB since 1977 (Organ et al., 2006); especially during 1988, whereas Organ proposed the elements of OCB and received extensive acceptances in the academic circle (Hoffman, Blair, Meriac & Woehr, 2007; Paille, 2009). Thereafter, scholars have studied theories about OCB in different forms continuously. These studies were conducted by studying the structure of OCB from various occupations. For example, for the first time in the American context, Podsakoff, MacKenzie, Moorman & Fetter (1990) conducted confirmatory factory analysis from Organ’s proposal in 1988. Five factors of OCB were then generated: Altruism, Courtesy, Sportsmanship, Conscientiousness and Civic Virtue. Later, Farh, Zhong & Organ (2004) studied the OCB elements in the Chinese context from many professions and companies. They learned that the number of OCB elements runs up to 10 and includes Taking Initiative, Helping Co-Workers, Voice, Group Activity Participation, Promoting Company Image, Self-Training, Social Welfare Participation, Protecting or Saving Resources, Keeping Workplace Clean, and Interpersonal Harmony. Results of the research pointed out that the context of distinct cultures made the OCB elements differ. This correlates with the research by Paille (2009) that looked into the OCB elements among employees in many companies and students in a business school in France. It was discovered that there were 4 factors: Altruism, Civic Virtue, Sportsmanship, and Helping Others. Some factors are the same as those of the US but the factor that was added was Helping Others. As the differences and varieties of empirical studies about the OCB elements were many, Organ, the pioneer on the study about OCB, synthesized the elements from research since 1983-2004 into 7 factors: Helping, Sportsmanship, Organizational Loyalty, Organizational Compliance, Civic Virtue, Individual Initiative, and Self Development. The study of the elements of OCB has interconnections to the development of the OCB scale developed by Podsakoff et al. (1990). After that, improvements were carried out continuously (Somech & Drach-Zahavy, 2000). In 2004 Allen, Facteau & Facteau used the structured interview to measure the expression of OCB. This was the same with Podsakoff, Whiting, Podsakoff & Mishra. (2011) who used the interview to stimulate expressing OCB, which was a different method from the previous measuring tools. In the same way, the study of teachers’ OCB has gained interest since 2000. The first researcher who studied the special roles of teachers toward students, teachers and organizations was Somech & Drach-Zahavy (2000). Then, Vigoda-Gadot, Beeri, Birman-Shemesh & Somech (2007) revised and investigated the accuracy of the OCB measurement in the education system. Later, Dipaola & Neves (2009) compared OCB elements of teachers between public schools in the US and Portugal. Recently, Gokturk (2011) studied OCB construct and evaluated the quality of the teachers’ OCB instruments in the context of elementary school teachers in Turkey. It was found that the OCB consists of three factors: Student, Teacher/Team, and School/Organization. There was no specific conclusion about the quantity of construct and the kind of OCB construct from the previous study. Nonetheless, the construct that Organ (2006) and the group newly merged has the highest clarity and inclusion. For teachers’ OCB, the idea of Gokturk (2011) has the most novelty and inclusion. Therefore, this research aimed to amalgamate the construct from the two ideas in order to develop teachers’ OCB scale in the Office of the Basic Education Commission of Thailand. This may lead to expanding on the idea of the structure in measuring teachers’ OCB more clearly and correctly.

2. Method

The participants were 604 teachers of schools under the Office of the Basic Education Commission of Thailand. The size of the experimental group was determined according to the criterion of Hair et al., (2010). Multi-stage random sampling was used to select the sample from Northern, Central, Southern, and North eastern regions. The theoretical framework was reviewed to build the measurement model for development of the OCB scale; these were obtained from the idea by Organ et al. (2006) and Gokturk (2011). Then, the teachers’ OCB instrument was designed and inspected by the specialists before pre-testing for quality inspection was conducted.
The OCB instruments existing in the present emphasize on measuring overt behavior. In fact, psychologists prefer separating the behavior into 2 types, overt behavior and covert behavior. Thus, both overt and covert behaviors have connections. The covert behavior is the determinant of the overt behavior (Sarafino, 2001). Therefore, overt behavior and covert behavior were used to develop this OCB scale. The scale consists of two parts. Part 1 is a situation scale, which contains dilemmas and answers on a 5-point rating scale. Each dilemma shows messages and images displaying various incidents that happened in the school context. Respondents are required to answer all questions, which show the level of opinions to a particular behavior. Part 2 is the measurement in the rating scale to measure overt behavior that actually happened in the schools. The data was analyzed by classical test theory, multidimensional item response theory and confirmatory factor analysis. The item-total correlation and Cronbach’s alpha coefficient were analyzed for discrimination and reliability. The multi-dimensional item response theory (MIRT) and the confirmatory factor analysis (CFA) were analyzed for construct validity.

3. Results

The results showed that the discrimination of the OCB scale is between 0.27-0.68 and the reliability is 0.98. This means that the psychometric properties gained quality according to criteria. The MIRT analysis discovered item fit and construct validity. The CFA analysis indicated that the model produced a very good fit to the empirical data (Chi-square = 88.14, df = 75, p-value = 0.14, RMSEA = 0.02, CFI = 0.99).

4. Discussion and Conclusion

It may be concluded that the psychometric properties of the OCB scale reached the specified level. In other words, there is an ability of classification, stability in measurement and construct validity. This means that the teachers’ OCB measurement model that the researcher amalgamated have suitability to be used in measuring teachers’ OCB correctly and meaningfully. This correlates to the research results of Somech & Drach-Zahavy.
(2000) and Gokturk (2011) who measured teachers’ OCB in 3 factors, which included Student, Teacher/Team, and School/Organization. However, this research expanded the idea of teachers’ OCB to correlate with the idea of Organ et al., (2006) that classified the structure into 7 factors: Helping, Sportsmanship, Organizational Loyalty, Organizational Compliance, Civic Virtue, Individual Initiative, and Self Development. Thus, the measurement of the teachers’ OCB contains more clarity. Since the teachers’ OCB scale has suitability to be used in measuring teachers’ OCB correctly and meaningfully, this instrument can be used to evaluate teachers’ performances in schools. This is the same as past research that placed importance on the OCB and integrated the measure as a part of performance appraisal. For instance, Moideenkutty et al. (2005) and Vilela, Gonzalez & Ferrin (2008), Nasir et al. (2011), Mackenzie et al. (2011), and Nielsen et al. (2012). Furthermore, the teachers’ OCB scale can be used during the selection of applicants for the teaching profession, because the former research pointed out that OCBs can predict work performance (Moideenkutty et al., 2005), forecast organizational commitment (Gokturk, 2011) and incur positive relations to the organizational justice (Yilmaz & Tasdan, 2009). It may be concluded the teachers’ OCB scale can be used to select teachers; it will probably help schools to get teachers that have capabilities in work performance and have organizational commitment. This will impact the organization’s effectiveness in the long run. Nevertheless, this research emphasizes the construct validity inspection of teachers’ OCB through only one level of data. In other words, the measurement of the 7 factors and 3 dimensions did not separate the level of data according to the data’s natural state. OCB can be split into the individual level and organizational level (Karam & Kwantes, 2011). Hence, this may cause the research results to be precise at a particular level. In order to support the teachers’ OCB measurement to have more correctness and correspond to the data’s natural state, future research should adopt the multi-level analysis technique.

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Appendix A. An example of teachers’ OCB scale

Part 1 Situation scale for covert behavior measure

From the situation, what do you think of the item below?

A. The teacher is an important person to solve the student’s problem.

☐ strongly agree ☐ agree ☐ undecided ☐ disagree ☐ strongly disagree

From the situation, what level do you follow the item below?

B. I will find some causes of money problems in the student family.
always ☐  often ☐  sometime ☐  rarely ☐  never ☐

Part 2 Rating scale for overt behavior measure

1. I am willing to help students when they have problems.
   always ☐  often ☐  sometime ☐  rarely ☐  never ☐

2. I help teachers in our team who have heavy workloads.
   always ☐  often ☐  sometime ☐  rarely ☐  never ☐

References


