

Impact Of Organizational Citizenship Behavior On Job Performance: Mediating Role Of Psychological Empowerment

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Abstract

The main aim of this study was to investigate the relationship between organisational citizenship behavior (OCB), psychological empowerment (PE), and job performance (JP). Furthermore, the objective of the research was also to investigate the possible mediating influence of PE on the relationship between OCB and JP. The dataset was acquired from a sample of 543 teachers who are working in public sector institutions of higher education in the regions of Khyber Pakhtunkhwa, Sindh, Balochistan, and Panjab. The data analysis was conducted with the statistical software packages SPSS and Amos. The hypotheses and research model were examined via the use of correlation and structural equation modelling. The results suggest a statistically significant positive relationship between OCB, JP, and PE. The use of structural equation modelling provided empirical evidence supporting the notion that PE serves as a partial mediator in the association between OCB and JP.

Keywords: Organizational Citizenship Behavior; Job Performance; Psychological Empowerment; Public Universities; Teachers; Pakistan.

Introduction

The mindset and behaviours that workers exhibit may impact not only their own performance but also the overall effectiveness of an organisation. Workers are an invaluable asset for any organisation. Performance of workers is influenced by individual competence, personal initiative, and organisational assistance. Human competency is an extremely essential factor. The efficacy of workers is one of the fundamental issues that academicians, practitioners, and scholars continue to investigate. This is due to the fact that an employee's productivity plays an important part in assessing the existence of any business, especially non-profit institutions like

universities and colleges. Teachers are a crucial component of the success of educational initiatives. As consequently, attempts must be made to improve the standard of schooling along with attempts to maximise instructor skill as well as efficacy as the quality of education is additionally impacted by teacher achievement. Educational institutions play a significant role in the growth of individuals and the government as a whole, and instructors are one of the determining factors of the success of education services (Duan, Du, & Yu, 2018).

Organisational citizenship behaviour (OCB) was first introduced to the scientific community in

1983 by Bateman and Organ. Organ viewed OCB as personal and arbitrary behaviours that were not accurately defined by the organization's official compensation system and, in overall, boosted productivity within the organisation. This behaviour is arbitrary if it is not among the occupational duties or role behaviours, nor is it a recruitment commitment, nor is it required of the employees (P. M. Podsakoff, MacKenzie, Paine, & Bachrach, 2000). According to Dipaola and Tschannen-Moran (2001), the success of an organisation hinges on the performance of personnel who go above and beyond their responsibilities and duties. These efforts, which go beyond the roles and expectations of organisation and management literature, are referred to as practical or OCB. Undoubtedly, organisational citizenship behaviour is viewed as advantageous to individuals, teams, and organisational success (N. P. Podsakoff, Whiting, Podsakoff, & Blume, 2009) and is currently viewed as an assessment of performance dimension (Viswesvaran & Ones, 2000). However, P. M. Podsakoff et al. (2000) observed and treated OCB as a replacement for contextual or extra role performance. OCB is desirable for an organisation as it can boost emotional resources and decrease managerial costs, as it is evidently closely linked to the anticipated result of a firm's goals.

Bateman and Organ (1983) categorized OCB into five dimensions which are "altruism, courtesy, conscientiousness, sportsmanship, and civic virtue". Altruism refers to assisting individual coworkers with tasks, while courtesy involves constructive gestures aimed at preventing problems for colleagues. Conscientiousness entails fulfilling duties in addition to the minimum requirements. Sportsmanship refers to abstaining from complaining about small issues, and civic virtue involves taking an active part in the management of the organisation. "Civic virtue represents a macro-level interest in, or

commitment to, the organization as a whole. This is shown by a willingness to participate actively in its governance (e.g., attend meetings, engage in policy debates, express one's opinion about what strategy the organization ought to follow, etc.); to monitor its environment for threats and opportunities (e.g., keep up with changes in the industry that might affect the organization); and to look out for its best interests (e.g., reporting fire hazards or suspicious activities, locking doors, etc.), even at great personal cost (P. M. Podsakoff et al., 2000)." Organ (1990b: 96) has defined sportsmanship as "a willingness to tolerate the inevitable inconveniences and impositions of work without complaining."

PE is defined as an innate drive that incorporates the tendency of individuals towards their job duties and their capacity to conform to the demands of work (Spreitzer, 1995). PE includes four distinct components: "meaning, self-determination, impact, and competence (Spreitzer, 1995)." Meaning refers to the degree of agreement between a person's job function and their personal beliefs and values. Self-determination refers to having the ability to initiate and administer activities (Spreitzer, 1995). The impact dimension relates to a person's perception of their capacity to impart influence on organisational activities and achieve desired job outcomes (Spreitzer, 1995). The competence aspect incorporates a person's belief in their ability to successfully carrying out duties at work, which can be regarded as their self-efficacy (Spreitzer, 1995).

According to Weiss (2002), JP is "the results of the fit between a person's behaviors and the demands of the job/task (p. 184)". According to Rotundo and Sackett (2002), "JP referred to the actions and behaviors of individuals who contribute to organizational goals". According to Viswesvaran and Ones (2000) JP is "scalable actions, behavior, and outcomes that employees

engage in or bring about that are linked with and contribute to organizational goals (p. 126) ”.

Numerous empirical investigations have been undertaken across several contexts and nations to examine the interplay between organisational citizenship behaviour, PE, and JP. The correlation between organisational citizenship behaviour and JP has been shown in several studies. In a study conducted by Al-Mahasneh (2015), titled "The Impact of Organisational Citizenship Behaviour on JP at Greater Amman Municipality," data was gathered from a sample of 150 employees. The findings of the study indicated a significant correlation between organisational citizenship behaviour and JP among employees at Amman Greater Municipality. In a study done by Wei (2014), and titled "The Benefits of OCB for JP and the Moderating Role of Human Capital", the researcher gathered data from a sample size of 585 engineers and reached the conclusion, based on the findings, that organisational citizenship behaviour has a noteworthy impact on the improvement of engineers' and supervisors' performance. In another study conducted by Diefendorff, Brown, Kamin, and Lord (2002) and titled "Examining the roles of job involvement and work centrality in predicting OCBs and JP", the authors in light of the results concluded that OCB was the strong predictor of JP. The correlation between organisational citizenship behaviour and PE has been shown in several studies. For example, Jha (2014) in his study titled "Transformational leadership and PE: Determinants of OCB" revealed based on findings that OCB and PE were significantly correlated. Joo and Jo (2017) in their study titled "The effects of perceived authentic leadership and core self-evaluations on OCB: The role of PE as a partial mediator" tested PE in the relationship between authentic leadership and OCB and concluded in light of the findings that there existed a significant association between OCB

and PE. Keeping in view the above discussion, we develop the following hypotheses:

Hypothesis 1: Organisational Citizenship Behavior has a strong relationship with JP among Teachers of PSUP

Hypothesis 2: Organisational Citizenship Behavior has a substantial correlation with PE among Teachers of PSUP

Hypothesis 3: There exists a substantial relationship between PE and JP among teachers at PSUP

Hypotheses 4: PE partially mediates the relationship of OCB and JP among teachers at PSUP

Data Collection and Sample

The research included a cohort of 543 educators who were engaged at public sector institutions situated in the regions of Khyber Pakhtunkhwa, Sindh, Balochistan, and Panjab. The current research examined the gender composition of the participants, revealing that 82% of individuals were classified as male, while the remaining 18% were classified as female. Based on the results of the survey, a significant proportion of the respondents, namely 54%, were employed as Lecturers, whilst 29% of the participants were identified as Assistant Professors. Moreover, the study revealed that a proportion of 17% of the participants were identified as Associate Professors, and the remaining 10% were classified as Professors. The collecting of participants' replies was facilitated by the delivery of a questionnaire, which served as the principal tool for data acquisition. The study used a convenience sampling approach to enroll participants. A total of 600 questionnaires were sent to the instructors who were involved in the research study. The distribution of the surveys was facilitated with the cooperation of students and members of the academic community. A total of 543 questionnaires were gathered from the

participants and afterwards used for the purpose of data analysis.

Measurement

Job Performance Scale

The evaluation of JP included two dimensions, namely in-role and extra-role, which were assessed using a JP scale developed from the research conducted by Goodman and Svyantek (1999). The in-role component of JP comprises nine statements. For example, "I achieve the objectives of my job", "I satisfy all job criteria," and "I am proficient in all areas of my job, manage duties with expertise." The extra-role aspect of JP has seven distinct items, which cover several instances, like: "I help my teammates with their tasks when they are absent," "I help other employees with their job when they are not present", and "I come up with original ideas to boost the department's standards overall". The present study used a 5-point Likert scale to evaluate the construct of JP. The Cronbach's alpha coefficient for in-role performance was found to be .85, whereas the coefficient for extra-role performance was .87.

Psychological Empowerment Scale

The assessment of perceived empowerment was carried out via the PE questionnaire, often known as PEQ, which was adapted from the research undertaken by (Spreitzer (1995)). The questionnaire has four unique aspects, namely Competence, which encompasses three questions; meaning, which includes three items; Impact, which contains three items; and Self-determination, which comprises three questions. The measurement of PE was conducted via the use of a collection of 12 items. To enhance the process of measuring, a Likert scale including seven points was used, encompassing answer alternatives that spanned from "Very Strongly Disagree" to "Very Strongly Agree." The Cronbach's alpha coefficient for Competence,

Meaning, Impact, and Self-determination was .80, .84, .78 and .90 respectively.

Organizational Citizenship Behavior Scale

The researchers used a questionnaire on Organisational Citizenship Behavior that was derived from the work of Podsakoff et al. (1990). This questionnaire was employed to assess both the individual aspect of OCB and to provide an overall measure of OCB. The present questionnaire assesses several dimensions of individual behavior, including altruism, sportsmanship, conscientiousness, civic virtue, and courtesy. Each component of Organisational Citizenship Behavior consists of four elements. Illustrations of altruistic behavior include acts such as "Helps others who have heavy workloads" and "Helps others who have been absent". Illustrations of courtesy include acts such as "Consults with me or other individuals who might be affected by his/her actions or decisions" and "Does not abuse the rights of others". Illustrations of sportsmanship include acts such as "Consumes a lot of time complaining about trivial matters" and "Tends to make "mountains out of molehills". Illustrations of civic virtue include acts such as "Keeps abreast of changes in the organization" and "Attends functions that are not required, but that help the company Image". Illustrations of Conscientiousness include acts such as "Is always punctual" and "Does not take extra breaks". To get the responses on questionnaire, the likert scale used is seven "from 1 strongly disagree to 7 strongly agree". The Cronbach's alpha coefficient for altruism, sportsmanship, conscientiousness, civic virtue, and courtesy was .87, .80, .91, .84 and .88 respectively.

Results

Table 1: Correlation Among OCB, PE and PJ

	OCB	PE	JP
OCB	1	.311**	.238**
PE	.311**	1	.419**
JP	.238**	.419**	1

“**”. Correlation is significant at the 0.01 level (2-tailed).”

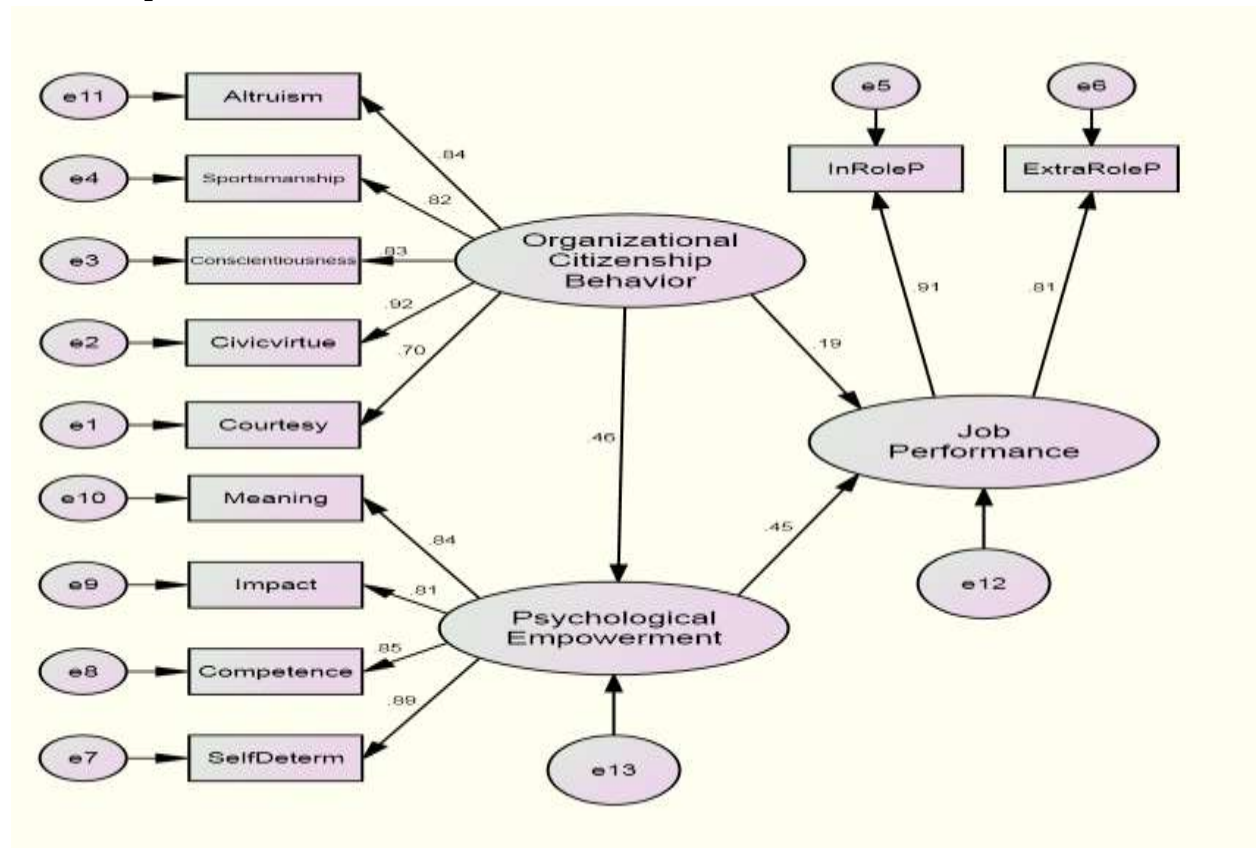
Table 1 displays the association coefficients associated with the variables of Organisational Citizenship Behavior, PE, and JP. The results suggest a statistically significant positive relationship between Organisational Citizenship Behavior and both PE ($r = .311, p = 0.000$) and JP ($r = .238^{**}, p = 0.000$). Furthermore, it is important to recognize that there exists a significant and positive relationship between PE and JP, as shown by a correlation coefficient of $.419^{**}$ ($p = 0.000$). The aforementioned hypotheses have been deemed acceptable.

Hypothesis 1: Organisational Citizenship Behavior has a strong relationship with JP among Teachers of PSUP.

Hypothesis 2: Organisational Citizenship Behavior has a substantial correlation with PE among Teachers of PSUP.

Hypothesis 3: There exists a substantial relationship between PE and JP among teachers at PSUP.

Model: Impact of OCB on JP via PE



The model shown above shows a significant positive relationship between OCB and both JP

(Regression Value, .19) and PE (Regression Value, .46). There exists empirical data

indicating a favorable regression between PE and JP, as shown by a regression coefficient of .45. The factor loadings show values that are within a satisfactory range. The regression coefficient between organisational citizenship behavior and JP reduced from 0.40 to 0.19 when the variable of PE was included as a mediator. Hence, one may posit that PE assumes a mediating function in the association between organisational citizenship behavior and JP. All of the hypotheses presented in this research have been deemed acceptable.

Hypothesis 1: Organisational Citizenship Behavior has a strong relationship with JP among Teachers of PSUP

Hypothesis 2: Organisational Citizenship Behavior has a substantial correlation with PE among Teachers of PSUP

Hypothesis 3: There exists a substantial relationship between PE and JP among teachers at PSUP

Hypotheses 4: PE partially mediates the relationship of OCB and JP among teachers at PSUP

Table 2: Values of P, DF, Chi-Square, RMSEA, GFI, CFI, RMR and AGFI

Indices	Values
CMIN/Chi-Square	114.416
P	.000
DF	41
Chi-Square/DF	2.791
RMR	.036
RMSEA	.067
GFI	.948
AGFI	.916
CFI	.975

Table 2 displays the values for Chi-square/CMIN, comparative fit index, goodness of fit index, probability, normed fit index, the adjusted goodness of fit index, root mean square error of approximation, and root mean square residual. All of the previously mentioned indices have values that lie within a permissible range. Consequently, the validity of the three-factor model that includes organisational citizenship behaviour, JP, and PE is accepted.

Conclusion

The main aim of this study was to investigate the relationship between organisational citizenship behavior, PE, and JP. Furthermore, the objective of the research was also to investigate the possible mediating influence of PE on the

relationship between organisational citizenship behavior and JP. The dataset was acquired from a sample of 543 teachers who are working in public sector institutions of higher education in the regions of Khyber Pakhtunkhwa, Sindh, Balochistan, and Panjab. The data analysis was conducted with the statistical software packages SPSS and Amos. The hypotheses and research model were examined via the use of correlation and structural equation modelling. The results suggest a statistically significant positive relationship between organisational citizenship behavior, work performance, and PE. The use of structural equation modelling provided empirical evidence supporting the notion that PE serves as a partial mediator in the association between organisational citizenship behavior and JP.

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