

Role of Organizational Learning, Climate and Justice on Teachers' Extra-Role Performance

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ABSTRACT

Relevant skills and spirit of cooperation is necessary for the effective use of teams. For equipping the employees with tacit knowledge and making them efficient problem solver, appropriate training programs are required which will leads to improved organizational performance. Worldwide, organizations have realized that the learning attitude of employees and the climate of justice exploit organizational citizenship behavior (OCB), which can appreciate the excellence and efficiency. Hence, the current research is a effort to investigate the antecedents – organizational learning, climate and justice – on extra role performance in educational institutions of Pakistan. Data was collected from the 150 permanent and part time faculty members employed in public and private sector universities. Regression analyses are employed to evaluate the OCB's antecedents for the faculty members working in public and private sector universities. Results indicated that organizational justice and climate is significantly and positively related with the extra-role behavior of the faulty members of higher educational institutions. The recommendations for future researchers and practitioners are presented.

KEYWORDS: Organizational Learning, Organizational Climate, Organizational Justice, Organizational Citizenship Behavior, Educational Institutions, Pakistan

INTRODUCTION

The challenge of global competition, to highlight the importance of the work, such as the behavior of organizational citizenship behavior (OCB) is getting more attention, because they contribute to the effective functioning of the organization. In recent scenario, many practices and research analysis had been conducted on OCB. Citizenship behavior of employees is the individual behavior that is flexible, which is not stimulated through incentives, and that promotes the effective execution of working of the organization [1]. Employees extra role behavior positively contributes towards an organization's performance [2].

Climate of an organization is an individual concerning aggregate perception of the OCB [3]. This is clear that an individual behavior is a person's characteristics and the nature of his or her environment function. Organizational climate refers to as a work environment, people living and working in this environment, assuming that the motives and actions affect their direct or indirect perceptions [4]. Organizational climate clearly influences the success of an organization. Many organizations, however, struggle to cultivate the climate they need to succeed and retain their most highly effective employees.

OCB of employees can enhanced through organizational learning, better knowledge and understanding of the process of learning [5, Ishaq et al., 2012]. The potential behavior of an employee can be changed, if an entity learns through processes of information [6]. Organizational learning is concerned about what experiences employees disseminate to others. For the effective use of teams, relevant skills and spirit of cooperation is necessary. For equipping the employees with tacit knowledge and making them efficient problem solver, appropriate training programs are required.

Organizational justice noted by [7] as "social scientists have long recognized the importance of the ideals of justice as a basic requirement for the effective functioning of organizations and the personal satisfaction of the individuals they employ". It is the fairness perceptions of the individuals that how organizations treated with them financially, ethically and according to rules and regulations. Numerous researchers claimed that the organizational justice is positively associated with extra role performance [for references see 8, 9, 10, 11, 48] but only in corporate sector.

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An author [12] defined the OCB in simple words as “behavior that goes beyond the call of duty”. The seminal work was done by [1] “... individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system and that in aggregate promotes the effective functioning of the organization”. After two decades [13] again emphasized on the re-conceptualization because it cannot answer the question how multiple predictors enhanced the OCB and its reliability at different cultures [14, 15, 48]?

As in recent scenario of the Pakistani organizations, there is lack of organizational citizenship behavior within employees and question arises what factors may contribute in increasing the extra role performance especially in higher educational scenario [48, Khan *et al.*, 2013]. So, the basic aim of this research is to investigate the impact of some important antecedents – organizational learning, climate and justice – on extra role performance of teaching faculty members serving in public and private sector higher educational institutions.

LITERATURE REVIEW

Organizational citizenship behaviors lead to organizational effectiveness and increased individual and organizational performance. A wide range of employees’, tasks, organizational characteristics and leadership have consistently found to predict the scope of citizenship behaviors of inter-organizational various types of work [15, 48]. Employees who perform in those situations to improve their skills and abilities are more likely to develop the organizational citizenship behavior, compared with those whose assignments to choose on the basis of money, although showing less organizational citizenship behavior [16].

It is considered that workers having materialistic attitude have their apathetic intentions toward organizational citizenship behavior. As a result of the materialistic attitude organizational citizenship behavior is suppressed [17]. A good supervisor support, ensuring the security and the perceived organizational support in the direction of the expatriate will certainly play its part toward the development of organizational citizenship behavior, affective involvement with the work and give constructive outcomes [18]. Organizations acquire an environment in which employees may be able to distinguish between management and peers as the distribution of similar views [19]. Organizational climate is the interaction by individuals with other people. Organizational climate and innovation studies have focused on organizational level or team, and also at individual stage innovation.

Researcher [20] contended that researchers mostly take OCB as individual antecedent characteristics. The studies claimed the strong linkage between OCB and extrinsic and intrinsic job satisfaction, pay equity, fairness perceptions [21, 22, 23, 24], commitment [25] and satisfaction [26]. However, this study mainly focuses on its organizational perspective and investigates OCB as context-related attitude and recognizes its potential antecedents. The reason behind taking OCB as context-related attitude is organizational culture and climate in which OCB can influence from situation specific factors of different organizations.

Organizational Climate and OCB

The organizational culture and environment are important factors in determining the effectiveness and success of organizations. It affects the quality of service, staff attitudes and turnover. Therefore improving the organizational culture will improve the quality of service. The most positive changes in the status of work organization, the more positive outcomes for services rendered. Support workplace climate leadership qualities, are significantly associated with job satisfaction [27].

A researcher [28] defined the organizational climate as “the perceptions of individuals regarding the set of descriptive characteristics that differentiate an organization (from other organizations) and influence their behavior”. [29] claimed that individual factors such as marital status, gender and age are related with performance, turnover and job satisfaction but the relationship between these factors and OCB is still being researched. This notation is very similar with the impact of organizational climate with OCB [30]. Generally, organizational climate is considered as the integrated part of organizational culture which is related to every facet and attributes faced by the individual in working environment. [31] found that organizational climate exert positive impact on the employee loyalty, work concentration, comfort and more importantly the employees’ performance. Hence,

Hypothesis 1: Organizational climate is positively associated with the extra-role performance of faculty members of higher educational institutions.

Organizational Learning and OCB

[32] explained organizational learning as “a relative property of organizations that denotes the extent to which an organization’s members actively use data to guide behavior as to promote the ongoing adaptation of the organization”. In an organization, learning from experienced staff took place through acquiring, interpretation and organizational memory [33]. The study identified a learning organization in six areas, namely encourage

cooperation, management experience, vocational training, a system of exchange of learning, the donor, and reward / recognition. The actions related to the high level, spirit of collaboration and technical support teams effectively use. Managers support individuals and teams daily work, and their behavior according to the principle of incessant learning. They held appropriate training programs to help people, to learn from his/her individual and also from others experiences to become more innovative in solving their problems.

Organizational learning is important for developing values and moreover it does not encompass exclusively individual learning [34, 35]. [20] asserted that organizational learning approach postulates cultural and contextual facets both. That is why OCB is considered as context-related phenomenon in this study. Mainly, the organizational learning theory stresses for structural mechanisms and new cultural values which will leads to changing the role and viewpoint of the employees of an organization [36].

Seminal work of [37, 38] proposed the theoretical connection between organizational learning and OCB. [39] said that "... developing an organizational system approach and shared values encourages organizational members to help their colleagues in circumstances when the organizational performance level is threatened (e.g., overload, stress, low capability) in order to achieve organizational goals". Organizational learning mechanisms (OLMs) create flexible structures and decentralization in the organization that stipulate the immense prospects for the employees "to learn through active participation" [40] which in return promote organizational commitment and enhance involvement [41]. This attitude might lead employees to participate in those behaviors, which give the assistance to an organization for achieving its goals, which are not a part of their roles. Therefore, we posits second hypothesis as:

Hypothesis 2: Organizational learning of higher educational institution's faculty members is positively linked with the OCB.

Organizational Justice and OCB

Organizational citizenship behavior and organizational justice both have their optimistic impacts on employees. As there is strong association among organizational citizenship behavior and expectations about justice [42]. This research indicates that if employees are given delegated authority and power and they are included in the administrative decision, it will also strengthen the organizational citizenship behavior in organizations and motivating them to added attempt [43].

[7] defined organizational justice "... attempts to describe and explain the role of fairness as a consideration in the workplace...". Organizational justice is also refers as "the employees' perception to what extent they are treated fairly and honestly" [44] and methodology fairness in the evaluation criteria [8]. Conceptually, organizational justice is further sub-categorized in three basic dimensions: distributive justice, procedural justice and interactional justice [10, 45, 48]

Numerous researchers claimed the strong association between justice perceptions and extra-role behaviors of the employees [for example, 9, 46, 47, 48, 49]. So,

Hypothesis 3: Higher the organizational justice perceptions among the faculty members, higher will be the extra role performance.

RESEARCH METHODOLOGY

To analyze and conclude the effects of organizational climate, learning and justice perception on OCB, data was collected from the permanent and visiting faculty members serving in public and private sector higher educational institutions recognized by Higher Education Commission of Pakistan. A non-probability sampling technique in the form of convenience sampling was used. Self-administered questionnaire was delivered to the 200 potential respondents and after multiple follow-ups 150 questionnaires were received with the useful response rate of 75%. The study questionnaire is attached in appendix.

Analysis and Interpretations:

The demographic profile consists of age, gender, marital status, university type, establishment size, industrial composition sector, job tenure and designation/position of the employees. Male respondents were 92 and female respondents were 58. While the greater part of employees' age were in the range of 25-29 years and their rate was 59. Out of 150 respondents, 41 were single and 109 were married. From Public sector, employees were 50 and from private sector were 100. The range 100-199 of establishment size was the response of majority of employees. Majority of employees have 3-5 years of job tenure and the greater part of respondents have been working as visiting faculty. Table # 01 indicated the descriptive statistics (mean, standard deviation), reliability coefficients and

Pearson correlation statistics of independents and dependent variables. Since the correlation value is below than 0.80 so the multi-collinearity was not a threat to the regression analysis.

Table 01: Descriptive Statistics

	Mean	Std. Deviation	Reliability α	X1	X2	X3	X4
X1	4.41	.197	.73	1			
X2	4.38	.279	.72	.341**			
X3	4.32	.280	.72	.240**	.289**		
X4	4.27	.249	.73	.131	.063	.094	1

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

X1 = Organizational Learning, X2 = Organizational Climate, X3 = Organizational Justice, & X4 = OCB

Table # 02 represented the regression analysis summary between organizational justice and OCB. The results showed that organizational justice explained 8% variance in the dependent variable with significant model statistics. From the statistics, it is proved that organizational justice is positively associated (beta = 0.26, p = 0.001) with OCB of faculty members serving in public and private sector universities of Pakistan.

Table 02: Regression Analysis (Organizational Justice & OCB)

Independent Variable	Dependent Variable Organizational Citizenship Behavior			
	R Square	F- Statistics (ANOVA)	Beta Coefficient	t-Statistics
Organizational Justice	0.08	13.48*	0.26	3.67**

* Significant at 0.001 level

The regression results for organizational learning and OCB is presented in table # 03. The results indicated that organizational learning explained very minimal variability in OCB whereas it did not have any significant relationship with OCB. Hence, the statistics is not in support the study hypothesis 2 which claimed that organizational learning is positively linked with faculty members' OCB.

Table 03: Regression Analysis (Organizational Learning & OCB)

Independent Variable	Dependent Variable Organizational Citizenship Behavior			
	R Square	F- Statistics (ANOVA)	Beta Coefficient	t-Statistics
Organizational Learning	0.009	1.30 ^{N/S}	0.12	1.14 ^{N/S}

N/S = non-significant at 0.05 level

Table # 04 presented the regression analysis summary between organizational climate and OCB. The results showed that organizational climate explained 6% variance in the dependent variable with significant model statistics. From the statistics, it is proved that organizational climate is positively related (beta = 0.21, p = 0.001) with OCB of faculty members serving in public and private sector universities of Pakistan.

Table 04: Regression Analysis (Organizational Climate & OCB)

Independent Variable	Dependent Variable Organizational Citizenship Behavior			
	R Square	F- Statistics (ANOVA)	Beta Coefficient	t-Statistics
Organizational Climate	0.06	9.04*	0.21	3.01*

* Significant at 0.001 level

Conclusion and Recommendations:

The basic aim of this research was to investigate the impact of organizational climate, justice and learning on extra-role behavior of the faculty members serving in public and private sector of higher education institutions recognized by HEC Pakistan. The results indicated that organizational justice and organizational climate is positively and significantly related with the extra-role behavior whereas organizational learning does not contribute in OCB significantly in Pakistani educational context.

This study offers a course of action to the administration how to improve the behavior of citizenship to organize the staff for organizational climate, organizational learning and organizational justice. The finding of this study makes practical proposals to improve the behavior of the citizenship of faculty and staff that can be transferred to be creative, innovative, flexible, communication open and encouraging them to give adequate information.

Organizational learning, organizational climate and organizational justice are considered as important factors for the performance of teachers and administrative staff. However, future research can examine other sectors for a more robust analysis. The results of time and biasness of the respondents are the main limitations of this study. Researchers can obtain better results of this study by using other tools and statistical methods. Future research should also focus on the impact of organizational learning, organizational climate and organizational justice in organizational citizenship behavior.

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