

The Effect of Employees' Organizational Citizenship Behavior in Bahonar University on Students' Satisfaction in Kerman Bahonar University

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Received: March 26, 2014

Accepted: May 17, 2015

ABSTRACT

Organizational citizenship behaviors (OCBs) are thought of as behaviors, which have not referred to in the job description and are not expected from employees. As researchers have suggested many individual and organizational consequences of such behaviors, managers incline to observe such behaviors. This paper, thus, aims to study the impact of employees' organizational citizenship behaviors in Bahonar University on the university students. The statistical population includes students studying in Bahonar University 190 of who were selected as the statistical sample. Analyzing data by one-sample t-test, regression, and correlation, the following results were obtained: (1) OCBs are higher than average among the employees; (2) the variable of citizenship behavior positively affects students' satisfaction; and (3) the components (work ethic, etiquette and curtsy, citizenship virtuousness, altruism, and magnanimity) of OCBs were found to be significantly associated with students' satisfaction in Bahonar University.

KEYWORDS: Organizational Citizenship Behaviors (OCBs), Students' Satisfaction

1. INTRODUCTION

Today, as to increasing competition, high customers' expectations, quality-oriented tendencies, resulting from a continuous world of changes and upheavals, employees are increasingly expected to involve in initiatives and responsibilities. To survive, hence, organizations require a workforce appropriately responding to environmental challenges, not fearing from sharing their knowledge and data, and fighting for their beliefs and their team's beliefs [4]. Economic, social, cultural and political challenges and problems bring forth to those behaviors converting organizations as the origin of negative behaviors and insights. This brings about many problems consequent upon working in such environments. Destructive behaviors both on managers' or employees' parts may negatively affect the organizational effectiveness and performance. Researchers have offered many behaviors as anti-citizenship behaviors including anger and aggression, hatred, avoidance, hedging, vandalism, revenge, and divertive work behaviors. Therefore, researchers on organizations and management have tried in different forms to pose subjects such as organizational citizenship behaviors, spiritual organizations and spirituality at workplace, transformational and servant leadership, spiritual leadership, work ethic and commitment, empowering employees, organizational identity, happiness and joy in the workplace, etc. to help organizations with promoting and developing positive sides of work behaviors [12] [10]. Individuals were assessed based on those behaviors expected in the description of job and terms of employment. Behaviors are though now expected to be beyond job roles. In the literature of studying the association between job behavior and the organizational effectiveness, employees' in-role performance was mostly considered. However, since about one and half a century ago, researchers have differentiated between in- and extra-role behaviors. Extra role behaviors are those arbitrary conducts beyond the employees' formal roles that are not considered the organizational award system. Such conducts are described by the implications of extra-social behaviors, spontaneous behaviors, context performance, and generally by the organizational citizenship behaviors [7]. As employees are conceived to be as one of the most important resources and assets, their behaviors can be also assumed important in customers' performance and satisfaction. OCBs have been widely analyzed in recent decades, and one important question is that if employees' citizenship behaviors in universities and high education centers have any part in students' satisfaction. Put it differently, how the components of OCBs are associated with students' satisfaction?

2. RESEARCH LITERATURE

2.1. Organizational Citizenship Behavior

The organizational citizenship behavior (OCB) has been one of the most widely studied topics in organizational behavior research in recent decade. This term was first introduced by Organ (Bateman and Organ, 1983), but this notion, the development of inclination to cooperation, and spontaneous behaviors are beyond the organizations' expectation. Organ's definition of citizenship behavior was extensively welcomed by researchers. He thinks the organizational citizenship behaviors are those arbitrary behaviors are not included in employees' formal and appointed tasks, and they are not encouraged in the formal award system, but help organizations to perform more effectively and productively [7]. OCB is conceptualized by the term "urban citizenship". Adopting the classic philosophy and the modern political theory, Graham (2006) examined some behavioral beliefs and tendencies, which are usually combined with each other. He called

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them "active citizenship signs", consisting of three related components, which include the responsibilities of urban citizenship. The first one refers to respecting structures and regular process. In short, citizens identify the legal-logical authority and comply with rules. The second component is loyalty according to which citizens meet the community interests and its latent values. The loyal citizens improve and maintain their communities and put high effort into doing of good. The third component or the engagement means responsibly and actively involving in the legal management of the community. Responsible citizens are well aware of the general matters affecting the community, share their knowledge and ideas with other citizens, help with the handing the community, and inspire others to act similarly. According to the primary definition introduced by Bitman and Organ (1983), those behaviors are concerned that are to benefit of organization despite of no compulsion by the organization [6]. Social behaviors, extra-role behavior, organizational spontaneity, and even anti-role behaviors, relating to a role beyond one's tasks defined as extra-role behaviors, are thought as organizational citizenship behaviors. Some authors explain these behaviors as citizenship behaviors. Due to conceptually overlapping with other forms of helping behaviors, and as it is differentiated with extra-role behaviors or organization citizenship behaviors, such definition of social behaviors would be problematic. There is still no agreement between researchers on the dimensions of organizational citizenship behaviors. In several research studies, assisting behaviors, magnanimity, loyalty, comply with rules, personal creativity, work ethic, personal development, etiquettes and curtesy, civil virtue, altruism, etc. are conceived to shape the dimensions of organizational citizenship behaviors [11]. Dimensions which have drawn the most attention are altruism, work ethics, curtsy and thoughtfulness, magnanimity and patience, and civil virtue. Organ introduced these five dimensions and Padsakof et al. developed a standard assessment scale for each by factor analysis. In consequent years, the scales were employed by other researchers to measure the organizational citizenship behaviors [6] [7].

Altruism- helping other organizational members such as new or less skilled employees in related problems and tasks.

Work ethic- is those voluntary behaviors going beyond the role requirements. For example, a person stays at work more than the given time, or an employee does not spend much of his/her work for rest.

Etiquettes and curtsy- are the effort put by the employees to prevent from tensions or work-related problems with other ones. Injecting curtsy to managers is also a necessity for today's organizations.

Magnanimity and patience- is to show magnanimity and patience without complaining when the organization is not in an ideal situation. In other words, it is voluntarily enduring hard work conditions without any complaint.

Civil virtue: is to incline to engage in and take responsibility of the organizational life and present a good image of the organization. This indicates person's awareness of the fact that he/she is an integrated part of a whole and has some commitments to organization as one of its member. It is also called organizational engagement [9].

2.2. Customers' Satisfaction

Katler defines the customers' satisfaction estimating customers' expectations as a degree of the real performance of a company. According to him, if the company's performance meet the customers' expectations, customers are satisfied, otherwise unsatisfied [3]. Satisfaction/dissatisfaction is an emotional respond which is given to the assessment of an offered product or service. In measuring customers' satisfaction, service encounters are the most important thing to be measured and are those services that satisfy or dissatisfy customers. From customers' perspective, the clearest effect in confronting a service occurs when they have interaction with the company. Thus, any encounter is a chance to prove organizational capacities as a service provider to increase customers' satisfaction [2]. Organizational citizenship behaviors have been widely studied and some of them are referred to as follow:

Manjo and Manikanda (2013) concluded that organizational citizenship behaviors and organizational justice have a direct impact on anti-productivity behavior. This is because in case of high level organizational citizenship behaviors and organizational justice, the anti-productivity behavior is at the lowest level. Philip et al. (2012) argued that organizations should encourage their employees to show organizational citizenship behaviors and build up their perception of justice. Employees approach to a high level of organizational citizenship behaviors only when their have a good perception of the organizational justice and effectiveness. In a research study on the relationship between the organizational justice and citizenship behaviors among the employees of a university in Panjab, Oslom and Sadaghat (2011) verified a significant positive association. Dickinson et al. (2009) refer to insight variables including job satisfaction, relation with seniors, organization commitment, perception of justice, etc. Results revealed that there was a positive correlation between relation with seniors, organizational commitment, and work stress and the organizational citizenship behaviors. Findings also showed that organizational citizenship behaviors were not positively associated with job satisfaction, the perception of justice, and stress and organizational citizenship behaviors. Studying the structural factors of organizational citizenship behaviors among the employees of the hospitality industry in Malaysia, Ali et al. (2009) analyzed five dimensions of the organizational citizenship behavior scale. Results showed that organizational citizenship behaviors are seemed to be related with other interpersonal concepts though with fewer differences. In a research study titled "the relationship between job qualities and citizenship behaviors and the mediating role of job satisfaction in this relationship. Moradi Chalshotori et al. (2011) concluded that as the organizational justice predicted the organizational citizenship behaviors, mangers had to concentrate on increasing the employees' perception of justice so that they can improve employees' organizational behaviors.

3. Hypotheses

3.1. Leading Hypothesis

Employees' citizenship behavior in Kerman Bahonar University predicts students' satisfaction.

3.2. Secondary Hypotheses

- H1: there is a relationship between altruism and students' satisfaction.
- H2: there is a relationship between work ethic and students' satisfaction.
- H3: there is a relationship between citizenship virtuousness and students' satisfaction.
- H3: there is a relationship between etiquette and curtsy and students' satisfaction.
- H4: there is a relationship between magnanimity and students' satisfaction.

4. RESEARCH METHODOLOGY

As to the purpose, this is a practical survey study. In the remaining of the paper, the research variables, methods and tools of gathering information, validity and variability, statistical population, sampling method, and the data analysis technique are stated.

The components of the variable of organizational citizenship behavior include altruism, work ethic, etiquette and curtsy, citizenship virtuousness, and magnanimity. The students' satisfaction is another variable.

Various tools were employed by researchers to gather required data. Regarding the research purpose and raised questions, library and field study methods were used.

The questionnaire includes 28 questions 22 of which relate to the organizational citizenship behavior and 6 were designed for students' satisfaction. The components of the variable of organizational citizenship behavior include altruism, work ethic, etiquette and curtsy, citizenship virtuousness, and magnanimity, forming the various areas of the questionnaire. The statistical population includes all students of Kerman Bahonar University among who 190 were randomly sampled.

To be assured of the validity of the data gathering method, three university professors were asked to comment on the tool. The multiple-choice questions were tested on the reliability by Cronbach's alpha coefficient, which is a test to examine the logical consistency of respondents' answers to all questions of a questionnaire. Cronbach's alpha was estimated at 0.76, showing that the questionnaire is sufficiently valid and reliable. Regression and coefficient were used to analyze their interrelationships.

5. Data Analysis

At first, employees' current organizational citizenship behavior was examined in all departments of the University. The weighted mean of the organizational citizenship behavior was calculated based on the number of questions relating to the citizenship behavior and responses to all questions. The score for the citizenship behavior was 112, and the weighted mean was considered 112 as well. To compare the organizational citizenship behavior mean to the weighted mean, we used one-sample t-test with results presented in the following table.

Table 1. Comparing the organizational citizenship behavior mean to the weighted mean of 112

Variable	Number	Mean	Standard Deviation	t-value	Degree of Freedom	Significance Level
Citizenship Behavior	190	120.8	43.01	5.75	189	0.000

As observed in above table, t equals to 5.75 which is in the significance level of 0.000 with the freedom degree of 189. As the acceptable significant level is smaller or equal to 0.05, it is concluded that there is a significant correlation between the mean calculated at 120.8 and the weighted mean 112. As it is seen, the incident of citizenship behavior among employees is higher than average.

5.1. Leading Hypothesis

We used regression test to study the leading hypothesis, i.e. employees' organizational citizenship behavior predicts students' satisfaction. You can see the determination coefficient and F obtained by variance in tables 2 and 3.

Table 2. Calculating R²

Source of Changes	Degree of Freedom	Squared Mean	F	Sig
Regression	1	2745.342	19.88	0.000
Remaining	188	138.03	-	-
Total	189	-	-	-

The determination coefficient of the regression predicts the effect of the employees' organizational citizenship behavior on students' satisfaction at 0.25. This shows that 25 percent of the dependent variable (students' satisfaction) is explained by the employees' organizational citizenship behavior.

Table 3. Variance analysis results of the relationship between employees' organizational citizenship behavior and students' satisfaction

Regression	Correlation Coefficient	R2	Adjusted R2	F	Sig
1	0.646	0.257	0.254	73.21	0.000

According to table 3, F obtained by the variance analysis at 19.88 is significant, showing that there is a significant difference between groups due to implementing the independent variable. The null hypothesis, i.e. there is no significant correlation between the components of citizenship behavior and students' satisfaction, is, therefore, rejected. Table 4

shows the regression results, indicating that citizenship behavior positively affects the students' satisfaction. As the coefficient of the citizenship behavior is 1.05 and t is significant at 5%, the variable of the students' satisfaction increases by 1.05 units per any change in the variable of citizenship behavior.

Table 4.Regression estimate results

citizenship behavior variables	Value	Beta	T	Sig.
C	22.34	---	2.87	0.021
Employees' citizenship behavior	1.05	0.83	4.33	0.000

5.2. Secondary Hypotheses

To study the secondary hypotheses, the correlation between any of components (altruism, work ethic, etiquette and curtsy, citizenship virtuousness, and magnanimity) and students' satisfaction was studied by correlation test (see table 5).

Table 5.Correlation coefficients of the components of citizenship behavior and students' satisfaction

Variable	Students' satisfaction	Significant	Number	Relationship
Test	Pearson's Correlation Coefficient			
Altruism	0.62	0.001	190	No
work ethic	0.83	0.000		No
etiquette and curtsy	0.17	0.05		No
citizenship virtuousness	0.46	0.002		No
magnanimity	0.43	0.004		No

Data analysis shows the Pearson correlation coefficients between altruism, work ethic, citizenship virtuousness, etiquette and curtsy, and magnanimity equal to 0.46, 0.17, 0.62, 0.83, and 0.43, with p smaller than 5%. Put it differently, the null hypothesis, i.e. there is no significant correlation between the components of citizenship behavior and students' satisfaction, is rejected. As a result, there is a positive correlation between the components of citizenship behavior and students' satisfaction. And the least correlation is between the citizenship virtuousness and the students' satisfaction.

6. CONCLUSIONS

Using an interaction between students and the university employees is an important and easy way to create value for students in the service section. Accordingly, conceiving the behaviors of those employees working at the front line of universities to provide students with their required services and developing a framework to consider them in their tasks in human resource management can improve and progress universities. This paper studied the citizenship behaviors on students' satisfaction in Bahonar University. Results showed that citizenship behaviors positively affected students' satisfaction. The components of citizenship behavior were also found to be associated with students' satisfaction. As such, a significant positive correlation was observed between altruism and students' satisfaction. Employees' altruism in helping each other can increase the perceived quality and value of the university by improved services. Work ethic is significantly associated with students' satisfaction. Work ethic includes a set of factors developed in a person working in a value system. The higher the work ethic among employees, the better, the more accurate, and more optimally the given works are done by them. Such commitment would have more impact on students' satisfaction. As observed, magnanimity was conceived to be associated with students' satisfaction. Magnanimity is an indicator of the value of endurance and patience showed by university employees in facing difficult situations. This shows that chivalrous employees can significantly affect their own behavior and relation with other employees and students so that they can play a major role in improving the value of university from the students' perspective. Magnanimity, endurance, lack of complaint about trivial and unimportant problems, bearing hard conditions and circumstances would develop student's loyalty and commitment to the university and its education system. By reinforcing and improving such behaviors (not complaining about unimportant matters, ignoring students' errors and problems, being patient toward difficult and unfavorable situations) in their employees, public- and private-owned universities can create a better environment.

Etiquette and curtsy plays an important role in students' satisfaction. Employees behaving in respect and curtsy with clients, are those benefiting from progressive citizenship behavior. Respecting for student also means trying to prevent from creating any problem or tension with others. If those interacting with clients put themselves in their shoes and help them with their problems and difficulties and try to prevent from any tension with clients, they will have the best advertisement for the organizational survival. This can be achieved in many ways such as respecting clients' rights and giving their required advices about how to do their activities and about results.

It was also observed that there was a significant correlation between employees' citizenship virtue and students' satisfaction. In the area of morality, Aristotle follows the concept of virtue as the most important principle. According to him, all things human being does are for achieving a benefit considered it as favorable. Anyone inclines to something, but if it is thought properly, nobody can reach his/her extremity or the principle virtue, unless he/she accomplishes the appointed task in the best way. Thus, the ethical or civil virtue means to bestow the life to the wisdom and thought and to carry out tasks under the control of common sense. The employees' citizenship virtue plays an important part in peoples' satisfaction. Holding programs to motivate employees to offer constructive solutions for solving problems, actively participating in organizational meetings, communicating good news about the university to others and the target society can be helpful for fortifying this component in employees.

7. Suggestions

1. University should care to the incidence of citizenship behaviors as a factor affecting the education values, including the quality of services, communication with students, etc.
2. Offering an appropriate model and sign and holding training courses for their employees, universities can reinforce organizational citizenship behaviors and consequently improve the value of university from the perspective of youths and students.
3. Giving appropriate feedback to employees, correcting employees' judgments of their capabilities, encouraging creativity, and developing employees' potential aptitudes can help them show organizational citizenship behaviors.
4. Management's care to apply such behaviors to the design of performance evaluation systems, reward system, job development, etc. can improve organizational citizenship behaviors and consequently develop the university and students' positive views on it.
5. Creating a good ground to keep the employees' physical and mental health increases the probability of organizational citizenship behaviors, management can hold several test to appraise the employees' organizational citizenship behaviors when recruiting new forces and select those with high potential of organizational citizenship behaviors and good conduct with students.

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