Studying the relationship between self-efficacy and organizational citizenship behavior (case study: Islamic Azad University – Zone 1)

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ABSTRACT: The main purpose of this research was to study the relationship between, organizational citizenship behavior and self-efficacy of faculty members in zone 1 of Islamic Azad University. The population of this research was 2181 faculty members and random stratified cluster sampling used to choose 436 faculty members as sample according to Krejcy & Morgan table. Schwarzer et al. (1991) self-efficacy questionnaire (chronbach alpha=0.82) and Podsakoff et al. (2000) organizational citizenship behavior (chronbach alpha=0.84) questionnaire, with appropriate validity based on the specialists points of view were used to conduct this research. Pearson correlation coefficient and stepwise regression tests were used to analyze the relationship between faculty members' self-efficacy and their organizational citizenship behavior. Results showed that all dimensions of organizational citizenship behavior had significant relationship with faculty members' self-efficacy. Among the dimensions of organizational citizenship behavior, Altruism and Courtesy had a significant power for predicting faculty members' self-efficacy.

Keywords: Self-efficacy, Organizational citizenship behavior, Faculty members, Islamic Azad University

INTRODUCTION

Nowadays educational systems and universities have an important role in societies. As one of the reasons of the success of modern organizations is hiring employees whose behaviors are not limited to the official roles. Faculty members of universities should pay attention to their roles in this new societies which faces many new challenges. Faculty members have been asked to adopt behaviors beyond their traditional roles. This extra behaviors are prosocial, and organ(1988) defined them as organizational citizenship behavior. He identified five types of organizational citizenship behavior: altruism, courtesy, sportsmanship, civic virtue, and conscientiousness.

The presence of OCB in universities and among faculty members has a significant correlation with job satisfaction and organizational development (Jamali, Poorzahir & Salehi, 2009) and the presence of these behaviors in organizational enhancement is so important and desired that they result in achieving results such as effective communication (Mahdad&Mehdizadehgan, 2010).

The importance of organizational citizenship behavior to organizational success has led to many attempts to identify its antecedents. Podsakoff, et al. (2000) show that transformational leadership is related to each dimension of organizational citizenship behavior. In education, few studies have focused on teachers' organizational citizenship behavior. Koh, Steers, and Terborg (1995) stated that principals' transformational leadership and organizational commitment of teachers are related to high school teachers' altruism, one type of organizational citizenship behavior. Somech and Drach-Zahavy (2000) suggested that
teachers' job satisfaction is correlated with their citizenship behavior towards the students, the team, and the organization. They also pinpoint self-efficacy as a possible predictor of teachers' organization citizenship behavior. Yang and Fam (2007) believe that OCB results in transmitting the employees’ implicit knowledge to various parts of the organization and increasing the employees' capabilities simultaneously, as well as raising the customer capital through the distinguished products and services which the organization offers to the stakeholders.

One of the factors which seem to be effective on organizational citizenship behavior of faculty members, is self-efficacy.

**Self-efficacy**

For the first time, Armor et al. (1976) defined teachers' self-efficacy as “the extent to which the university teacher believes he/ she has the capacity to influence university students' learning”. Bandura (2000) defined self-efficacy as individuals' beliefs in their abilities to fulfill duties successfully.” Self-efficacy beliefs are beliefs in an individual's own perceived competencies and that she/ he believes that she/ he can perform an action well or at least satisfactorily” (Gist & Mitchell, 1992).

Dellinger et al. (2008) defined teachers' self-efficacy as "teachers' beliefs in their own abilities to fulfill teaching and learning duties successfully within their own class context". They insist on teachers' teaching context in their own classes and this is what does not exist in Bandura’s definition of teachers' self-efficacy (Yough, 2011).

Tschannen-Moran et al. (1998)'s define teachers' self-efficacy as "teacher’s belief in his/ her abilities to organize and perform activities required for fulfillment of teaching duties against a specific background". Teacher self-efficacy beliefs may affect learners’ success in many different ways. Teachers who have higher self-efficacy tend to use innovative teaching methods in the classroom and classroom management as well as the different perspectives and different teaching methods to encourage learners to self-reliance and reduce the severe supervision of teacher (Guskey & Passaro, 1998, p 631). Chacón (2005) stated that teachers having higher self-efficacy beliefs can manage class issues better.

Also Gist & Mitchell (1992) defined , self-efficacy beliefs as an outcome of the comparison process, composition and evaluation of information about a person's ability to select and define the duties of her efforts to effects.

Research carried out by different researchers on the impact of teachers' self-efficacy in cognitive development, showed that they self-efficacy can increase students' learning and academic achievement.

Awang et al (2012) in a study about the application of knowledge management in the learning system in Malaysia, concluded that knowledge management is an important factor in improving the professional status of teachers and the development of the educational system and increase the academic achievement of students.

Ghalai et al (2012) reported that teachers' self-efficacy had a significant and positive relationship with academic achievement. Drang (2011) in a research stated that using knowledge management among teachers in preschool centers improve their classroom management status and enhance the capabilities of their training.

Margolis and McCabe (2010), in their research concluded that the teachers' self-efficacy would increase the motivation to learn in learners. Gerit (2010) reported that the teachers' self-efficacy would improve the quality of teaching and their educational activities. Ohlsen (2010) also showed that the quality of teachers will improve outcomes for learners. He knows that one of the characteristics of quality teachers to improve their efficacy and leadership abilities to teach.

**Organizational citizenship behavior**

There is a strong belief among management scholars and owners of manufacturing and service foundations that successful organizations need employees, who beyond the stipulated requirements and roles, look forward to creativity and initiatives. Chester Barnard (1930) once considered the phenomenon of civil behavior and called it ‘extra role behavior’. After Barnard,

Katz and Kuhn (1978) understood that there were behaviors in the organization that had significant impact on effectiveness of the organization. With a slight deviation from Barnard’s, they named these behaviors as ‘super role behaviors’. Although Barnard, Katz and Kuhn due to their establishment of extra role behavior are assumed as the predecessors of the concept of organizational citizenship behavior, the major investigations over this concept have been started since 1983, when Organ and Betman named this concept the same name (organizational citizenship behavior). Izhar (2009) defines organizational citizenship behavior as a set of behaviors that are not formal requirements of an organization, but they nevertheless help the effectiveness of the organization forward. Bolino and Turnley (2003) believe that OCB is defined by its nature and has two general states; the first is that they cannot be reinforced directly and the second is that they are due to extraordinary efforts.
which the organization expects from its employees to achieve its success. Vondy(2010) in his definition of organizational citizenship behavior defines it as discretionary. These behaviors are the actions that support major functions and in themselves, moreover, they are optional, since they are not parts of a person’s main task(Moorman ,Blakely & Niehoff 1998). Components of organizational citizenship behavior that in fact play a defining role for this concept, based on Podsakoff et al.’s seven-factor model, are:

A. Helping Behavior (to help colleagues to perform well the job duties)
B. Civil Virtue (intentional participation in the service of organizational goals) International
C. Organizational Loyalty (commitment to the organizational goals)
D. Corporate Compliance (proper and self-directing ways in problem solving)
E. Self Development (attempts to update the individual’s knowledge and skills)
F. Sportsmanship (holding justice in organizational ups and downs)
G. Individual Initiative (conscientiousness and self-control in administrative tasks)

According to this background, the main purpose of this research is to study the relationships between self-efficacy and organizational citizenship behavior of faculty members in branches of Islamic Azad University zone 1. so the hypothesis was that faculty members’ self-efficacy would be positively correlated with their organizational citizenship behaviors.

METHOD

The descriptive method, of surveying type, was used for conducting the study. Research population included 2181 faculty members of different branches of zone 1 of Islamic Azad University. The sample were 436 person which were selected by random stratified cluster sampling persons and was selected randomly based on krejcey Morgan table.

shwarzer et al (1991) self-efficacy questionnaire (chronbach alpha=0.82) and podsakoff et al (2000) organizational citizenship behavior (chronbach alpha=0.84) questionnaire, with appropriate validity based on the specialists points of view were used to conduct this research. Pearson correlation coefficient and stepwise regression tests were used to analyze the relationship between faculty members’ self-efficacy and their organizational citizenship behavior.

RESULTS

The main hypothesis of the research was: there is a significant positive relationship between faculty members’ self-efficacy and their organizational citizenship behavior. Pearson correlation coefficient were used to test this hypothesis and result were shown in table 1.

As it can be seen, Faculty members’ self-efficacy positively and significantly correlated with Organizational citizenship behavior (r= 0.442, p<0.01) also it is correlated with Altruism (r = 0.268, p < .01), Courtesy (r = .405, p < .01), Conscientiousness (r = .309, p < .01), Civic Virtue (r = .102, p < .05), and Sportsmanship (r = .157, p < .01). Moreover, the regression analysis, as shown in table 2, showed that among the dimensions of organizational citizenship behavior, Courtesy and Altruism had significant power to predict self-efficacy of faculty members.
Table 2. Regression analysis between components of organizational citizenship behavior and self-efficacy based on Beta coefficient

<table>
<thead>
<tr>
<th>Resources</th>
<th>Standard Error</th>
<th>Standardized coefficient</th>
<th>Beta</th>
<th>t</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Altruism</td>
<td>0.08</td>
<td>0.27</td>
<td>3.69</td>
<td>0.001</td>
<td></td>
</tr>
<tr>
<td>Courtesy</td>
<td>0.12</td>
<td>0.32</td>
<td>4.86</td>
<td>0.001</td>
<td></td>
</tr>
<tr>
<td>Conscientiousness</td>
<td>0.11</td>
<td>0.05</td>
<td>1.67</td>
<td>0.09</td>
<td></td>
</tr>
<tr>
<td>Civic Virtue</td>
<td>0.09</td>
<td>0.02</td>
<td>0.43</td>
<td>0.66</td>
<td></td>
</tr>
<tr>
<td>Sportsmanship</td>
<td>0.07</td>
<td>0.1</td>
<td>0.76</td>
<td>0.45</td>
<td></td>
</tr>
</tbody>
</table>

CONCLUSION

Results of this study showed a positive and significant relationship between faculty members' organizational citizenship behavior and their self-efficacy. This means that faculty members' organizational citizenship behavior can be a good predictor of their self-efficacy. Moreover, components of courtesy and Altruism had significant power to predict faculty members' self-efficacy. Also, it can be said that faculty members with more self-efficacy adopt more organizational citizenship behavior. As the present study highlights, the correlation between self-efficacy and extra-role behaviors such as are measured on Altruism and Civic Virtue. Results suggest that a faculty member who believes in his own abilities describes himself as willing to give a helping hand. He also reports being ready to attend non-mandatory meetings such as for the organization of the prom. One can argue that such behaviors are similar to teaching behaviors about which he feels efficacious, so he is expecting success in these activities. Self-efficacy were correlated with rated civic virtue, Conscientiousness, and Sportsmanship, but these correlations had not significant power to predict faculty members' self-efficacy.

According to findings of this study, it can be concluded that faculty members in doing their roles in teaching and researching in universities, in order to be more efficient based on their abilities and competencies (self-efficacy), should pay more attention to organizational citizenship behavior.

Faculty members can improve their self-efficacy by adopting organizational citizenship behavior. As all components of organizational citizenship behavior had significant relation with self-efficacy, it can be said that faculty members' altruism, courtesy, Conscientiousness, Civic Virtue, Sportsmanship can improve their self-efficacy. The results achieved are consistent with results of the researches done by Rahman (2014), Jamali, Poorzahir & Salehi (2009), Dussault (2006), Bogler and Somech (2004), and Somech & Drach-Zahavy (2000).

REFERENCES


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