

RELATIONSHIP BETWEEN ORGANIZATIONAL BASED SELF-ESTEEM AND ORGANIZATIONAL CITIZENSHIP BEHAVIOR AMONG SELECTED SECONDARY SCHOOL TEACHERS IN ADO EKITI, NIGERIA.

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ABSTRACT: *The study was carried out to investigate the relationship between organizational Based Self-Esteem (OBSE) and Organizational Citizenship Behavior (OCB) among selected secondary school teachers in Ado-Ekiti, Nigeria. A sample of 150 participants, 67 males and 83 females, who were selected using the random sampling technique from the population of 3 selected private secondary teachers in Ado-Ekiti participated in the study. A questionnaire comprising of the 10-items Organizational Based Self-Esteem measure developed by Pierce et. al (1989) and the 20 items Organizational Citizenship Behaviour Scale extracted by Belogolovsky and Somech (2010) from the original 24 items scale developed by Somech and Zahavy (2000) was used to gather data. It was hypothesized that: (a) there will be a significant relationship between OBSE and OCB among secondary school teachers, (b) there will be a significant effect of gender on levels of OBSE and OCB, (c) there will be significant effect of marital status on levels of OBSE and OCB, and (d) there will be a significant interaction effect of gender, age and marital status on OBSE and OCB. The result showed a positive relationship between OBSE and OCB while there is no significant effect of gender on levels of OBSE but on levels of OCB. There is a significant effect of age on levels of OBSE and OCB. Also, there is no significant interaction effect of marital status, gender and age on OBSE and OCB. Results were discussed in line with previous literature and it was recommended that teachers should be encouraged to develop a personal self-worth and identification with the teaching profession by according them respect and recognition; as it will automatically help them to provide quality services to the student, school and fellow colleagues.*

KEYWORDS: *Organizational Based Self-Esteem, Organizational Citizenship Behavior, Teachers, Ekiti State, Nigeria.*

INTRODUCTION

Katz and Kahn (1978) posit that an organization with a limited participation, wherein its employees are just engaged in pre-determined behaviors is doomed to failure. Today, even schools cannot achieve their objectives fully and quickly only through the official duties of teachers. Schools are in dire need of teachers who have a deep sense of meaning and purpose on their work. When teachers are having a deep relationship with each other, they are able to bring schools to the maximum efficiency and effectiveness it deserves. The Nigeria educational system, and, by extension, Nigeria economy, and particularly those of Ekiti State may be said to be in a dwindling state if the quality of public school children turned out every year is examined. The 2014 West Africa Examinations Council rating, for example, placed Ekiti State on the 34th position out of 36 States in Nigeria. This is quite alarming for a supposed 'Fountain of Knowledge'. And the general saying is that the wealth of any economy is dependent on its workforce. And children of today will invariably become leaders of tomorrow.

The quality of these children may be improved by the extra commitment and dedication of teachers at impacting knowledge. This will require more than mere teaching of the various subjects; but teaching with greater dedication to duties and commitment. Though the salary and compensation packages of both private and public employees in Nigeria have increased tremendously since the end of the military era, it is worthy to note that the respect and accordance given to the teaching profession, especially at the primary and secondary school levels is still very poor. The take home pay of teachers cannot 'take them home'. Most of them depend on borrowing from cooperative societies to survive. This condition is reflected in their physical appearances, social life and in the slogan '*teachers reward is in heaven*'.

Past researches have shown that for any organization to function effectively, among other things, it must have people who undertake innovative and spontaneous activities that go beyond prescribed role or job requirement (Katz and Kahn, 1978; Skarlicki and Latham, 1997). An employee that had gone beyond that which the job descriptions specify is said to have performed organizational citizenship behaviors (Organ and Ryan, 1995). Firms nowadays therefore demand for employees who are 'good citizens' - individuals willing to extend themselves to help coworkers and employers (Sloat, 1999).

Self-esteem refers to an individual's overall self-evaluation of his/her competencies (Rosenberg, 1965). It is that self-evaluation and descriptive conceptualization that individuals make and maintain with regard to themselves (Pierce and Gardner, 2004). Pierce, Gardner, Cummings and Dunham (1989) introduced the concept of organizational based self-esteem and defined it as the degree to which an individual believes him/herself to be capable, significant, and worthy as an organizational member. It reflects the self-perceived value that individuals have of themselves as important, competent, and capable within their employing organizations. Employees with high organization-based self-esteem have come to believe that 'I count around here' (Pierce and Gardner, 2004).

The construct holds considerable importance in an organizational context. At the individual level, research has shown that persons high in organizational based self esteem (OBSE) have greater work motivation (Pierce et al., 1989) and intrinsic motivation (Hui & Lee, 2000) and achieve higher performance ratings (Van Dyne & Pierce, 2003; Gardner, Pierce, Van Dyne & Cummings, 2000; 1992; Marion-Landais, 2000) than do persons low in OBSE. OBSE correlates negatively with turnover intentions and with turnover (Gardner & Pierce, 2001).

A growing body of research into organizational citizenship behavior (OCB) suggests that employees demonstrate greater role performance when they experience a strong connection to their organization, have a sense of ownership over its continued success, are loyal to their role and work colleagues and, have found a sense of meaning and purpose in their daily work (Van Dyne, Graham, & Dienesch, 1994). According to Organ (1988), the definition of organizational citizenship behavior (OCB) is "individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization". Organizational citizenship is functional, extra-role, pro-social organizational behaviors directed at individual, groups and / or an organization (Lin, 2008). These are helping behaviors not formally prescribed by the organization and for which there are no direct

rewards or punishments. This type of behavior is particularly important in work environments which require employees to go above and beyond their normal work duties.

The recognition and respect shown to teachers in the public arena, when compared with some other professions as medicine, law, and accounting suffers negative discrepancies. The consequence of these therefore is negative perception of themselves (teachers) in relation to the teaching profession. This negative perception may therefore hinder teachers from going beyond their normal job responsibilities and freely give their time and energy to succeed at the assigned job. Rather, they tend to perceive themselves as public servants who are only employed by government to fulfill the social responsibility of employment creation and not as people expected to be truly productive. Nigeria's educational system and her economy may only survive if teachers behave as good citizens by engaging in all sorts of positive behaviors. And this will, inadvertently, be dependent on their positive evaluation, recognition and respect by both themselves and significant others. These suppositions have necessitated the present research to investigate the relationship between organizational-based self-esteem and organizational citizenship behavior among teachers of selected secondary schools in Ekiti State, Nigeria.

This study therefore purpose to find out whether:

1. There will be a significant relationship between OBSE and OCB among secondary school teachers in Ekiti State, Nigeria,
2. There will be a significant influence of gender on levels OBSE and OCB,
3. There will be a significant effect of marital status on levels of OBSE and OCBs,
4. There will be a significant effect of age on levels of OBSE and OCBs, and
5. There will be a significant interaction effect of gender, age and marital status on OBSE and OCB.

METHODS

Research Design:

This study adopted both the factorial, independent groups and correlational designs. It is a factorial design because the interaction effects of factors of independent variables were tested on the dependent variable. It is an independent groups design because groups with high and low scores on the independent variables were compared on the dependent variable. It is a correlational design because the researcher examined relationships among variables of study.

Participants for the study

The sample for the study consisted of 150 participants made up of 67 males and 83 females. Participants were selected using the random sampling technique. Samples were drawn from the population of three selected secondary schools in Ado-Ekiti. According to age distribution, 31 were 20-26yrs, 76 were aged 27-34yrs, and the remaining 43 were aged 35yrs and above. The mean age of participants is 32.49 years while their age ranges between 20 and 68 years. Participants whose ages are above the mean age are therefore classified as old and vice versa. Based on marital status, 60 were single and 90 were married.

Measures

A questionnaire comprising of three sections was used for this study. The first section contains questions designed by the researcher to collect demographic data of participants such as sex, age, marital status and educational attainment. Section B consisted of some items to measure organizational-based self-esteem, Pierce et al. (1989)'s seven-point measurement of organizational-based self-esteem was used. Respondents are asked to indicate from 1 (strongly disagree) to 7 (strongly agree) for the items about organizational-based self-esteem. A sample of Pierce et al. (1989)'s ten-item instrument using a seven point Likert scale is "I count around here". The Cronbach-alpha for this 10 item scale is .93 (Lee and Peccei, 2007). All items are scored directly. Higher scores reflect higher OBSE. In Section C, Teachers organizational citizenship behavior was assessed by the 20-item Organizational Citizenship Behavior Scale extracted by Belogolovsky and Somech (2010) from 24-item original scale developed and validated specifically in the context of schools by Somech and Drach Zahavy (2000). Responses are measured on a 5-point Likert-type scale from 5 (strongly agree) to 1 (strongly disagree). The scale assesses OCBs directed towards the school as a unit (items 1-5), the students (items 6-13) and colleagues (14-20). The reliability level alpha of the whole questionnaire was .84 (Belogolovsky and Somech, 2010). All items follow the direct scoring format. Higher score reflect the performance of more OCBs and vice-versa.

Procedure for data collection

The researcher was granted permission to collect data after discussing the nature and importance of the current research with the Principal of the selected secondary schools. Instruments were administered during break times/free periods after building enough rapport and explaining each item to teachers. It took about two weeks to collect the data.

RESULTS.

The results of the analyses of the data collected are presented below.

Table 1: Pearson Correlation Table Showing the Relationship between OBSE and OCB with its dimensions.

Variables	OBSE
OCB-Teachers	0.358**
OCB-School	0.409**
OCB-Student	0.006
OCB-Global	0.327**

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

Table one above shows that there is a significant positive relationship between organizational-based self-esteem (OBSE) and organizational citizenship behavior (OCB) [$r(150) = 0.358$, $p < 0.01$]. Therefore, hypothesis one is accepted.

Table 2: Independent t-test Table Showing the Effect of Gender on OBSE and OCB.

Variable	Gender	N	Mean	SD	df	t	P
OBSE	Male	67	64.67	8.38	148	0.07	$P > 0.05$
	Female	83	64.57	9.7			
OCB- Teacher	Male	67	20.39	3.25	148	-2.11	$P < 0.05$
	Female	83	21.52	3.27			
OCB- school	Male	67	33.33	5.39	148	-1.11	$P > 0.05$
	Female	83	34.3	5.27			
OCB- student	Male	67	24.93	3.33	148	-2.34	$P < 0.05$
	Female	83	26.64	5.2			
OCB	Male	67	79.07	9.71	148	-1.71	$P > 0.05$
	Female	83	81.89	10.34			

From table two above, it was revealed that there is no significant effect of sex of teachers on OBSE $\{t(148) = 0.07, p > 0.05\}$; and on OCB $\{t(148) = -1.72, p > 0.05\}$ on the whole. However, results from present study revealed that both female teachers and female students seem to exhibit higher organizational citizenship behavior than their male counterparts.

Table 3: Independent t-test Table Showing the Effect of Marital Status on OBSE and OCB.

Variable	Gender	N	Mean	SD	df	t	p
OBSE	Single	60	62.75	9.10	148	-2.07	$P < 0.05$
	Married	90	65.86	8.96			
OCB	Single	60	77.60	8.7	148	-3.08	$P < 0.01$
	Married	90	82.66	10.54			

From table three above, it was revealed that marital status significantly influences OBSE $\{t(148) = -2.07, P < 0.05\}$ where married teachers ($X=62.86$) had higher mean score on OBSE than the single teachers (62.75). Also, there was a significant difference between the married and their unmarried teacher counterparts on expressed OCB $\{t(148) = -3.08, P < 0.001\}$.

Table 4: One way Analysis of Variance (ANOVA) Table Showing the Effect of Age on OBSE and OCB.

Variable	Age	N	Mean	SD	df	F	p
OBSE	20-26 yrs	31	62.06	10.85	2, 147	1.99	P > 0.05
	27-34yrs	76	65.87	4.99			
	35 yrs & above	43	64.23	12.57			
OCB	20-26yrs	31	77.58	10.76	2, 147	1.82	P > 0.05
	27-34yrs	76	81.59	8.38			
	35 yrs & above	43	81.14	12.11			

From table four above, no significant difference in age on levels of OBSE [$F(2, 147) = 1.99, p > 0.05$] and OCB [$F(2, 147) = 1.82, p > 0.05$] were found. Post Hoc Test (Scheffe) revealed, however, that older teachers have significant higher mean score on OCB-Teachers than their younger counterparts. This then mean that older teachers may exhibit higher organizational citizenship behaviors than the younger teachers. Therefore, hypothesis 4 is partially supported.

Table 5: Analysis of Variance Table Showing the Interaction Effect of Marital Status, Gender and Age on OBSE (tests of between- subjects' effect).

Dependent Variable: Organizational Based-Self-Esteem

Source	Types III sum of square	df	Mean square	F	P
Marital Status	219.380	1	219.380	2.913	P > .05
Gender	.461	1	.461	.006	P > .05
Age	278.816	2	139.408	1.851	P > .05
MS*Gender	.168	1	.168	.002	P > .05
MS* Age	130.326	2	65.163	.865	P > .05
Gender *Age1	394.747	2	197.373	2.621	P > .05
MS* Gender * Age	26.358	2	13.179	.1.175	P > .05
Error	10391.566	138	75.301		

Table five above showed that there is no significant interaction effect of marital status, gender and age on OBSE at $[F(2,138) = 0.175, p > .05]$. Therefore, hypothesis 5 is not supported

Table 6: Analysis of Variance Table Showing the Interaction Effect of Marital Status, Gender and Age on OCB (Test of Between-Subjects' Effect).

Dependent Variable: OCB

Source	Types III sum of square	df	Mean square	F	P
Marital Status	267.047	1	267.047	2.828	$P > .05$
Gender	251.695	1	251.695	2.665	$P > .05$
Age	336.818	2	1.783	1.7833	$P > .05$
MS*Gender	16.714	1	.177	.177	$P > .05$
MS* Age	205.802	2	1.090	1.090	$P > .05$
Gender *Age1	303.725	2	1.608	1.608	$P > .05$
MS * Gender * Age	67.843	2	.359	.359	$P > .05$
Error	13031.003	138			

a.R Squared = .147 (Adjusted R Squared= .079)

Table six above showed that there is no significant interaction effect of marital status, gender and age on OCB $[F(2, 138) = 0.359, P > 0.05]$. Therefore, hypothesis 6 is not supported.

DISCUSSION OF RESULTS

The primary aim of this research work is to assess the relationship between organizational based self-esteem (OBSE) and organizational citizenship behavior (OCB) of teacher in Ado-Ekiti. In addition, the study investigated the effect of sex, age and marital status on both OBSE and OCB. To achieve this, six hypotheses were tested making use of three statistical techniques; independent t-test, correlational analysis and ANOVA test. It was found out from the study that a significant positive relationship existed between OCB and OBSE. This means that teachers who have negative perception of themselves in relation to the teaching profession are likely to show behaviours that do not go beyond the call of duty. Such teachers would not likely make innovative suggestions to improve the school, help an absent colleague by assigning learning tasks to the class, stay after school hours to help students with class materials, arrive early for class etc. This finding is consistent with other studies that have established positive relationship between OBSE and

citizenship behavior (Tang, Singer, & Roberts, 2000; Tang et al; 2002; Van Dyne and Pierce, 2004; Lee, 2003a).

It was also revealed, from the present study, that male and female teachers do not differ significantly in their levels of organizational-based self-esteem. Conversely however, this study revealed that there is a significant effect of gender (sex) on levels of OCB. Female teachers expressed performance of higher citizenship behaviors than their male counterparts. They [females] are more disposed at engaging in extra teaching related functions such as showing more cares and affection to students and fellow colleagues. The reason for this direction in result may not be unconnected with the expressive, caring and tenderness nature of females. Eagly (1987) for example, argued that females are naturally caring, sympathetic and exhibit more tenderness and help than males. Carli and Eagly (2001) also submitted that women must combine angelic qualities, such as competence and directiveness, with communal qualities as warmth and friendliness to be influential. Majority of the researches conducted in the field of OCB have suggested that there are significant differences on basis of gender (Bellou et al; 2005; Choi and Sy, 2009; Dick, Grojean et al; 2006 Singh and Srivastava, 2009; Lavelle et al; 2009). Furthermore, it is proven that women are more likely to show OCB probably due to their relatively increased sentimentality (Bellou et al; 2005).

Hypothesis three stated that there will be a significant effect of marital status on levels of OBSE and OCB. Results showed that marital status indeed has effect on OBSE and OCB. Married teachers have higher levels of OBSE than single teachers. This is reasonable in that, the teaching profession may have impacted positively on married employees lives in areas of children's training and achievement together with extra fringe benefits. Besides, being married increases one's self esteem because of many responsibilities that accompany marital life, and societal values placed on the marriage institution. Andrew and Brown (1995) found that women who reported a positive change in the closeness of their relationship increased in self-esteem over a 7 years period. Elliott (1996) also found that being married increases self-esteem during early adulthood.

Similarly, married teachers expressed performance of more OCBs toward students and colleagues than their single counterparts. Again, because married employees have more tendency of showing commitments and care demanded by marital life, they are likely to extend this sense of responsibilities to students and other employees. Hypothesis four stated that there will be a significant effect of age on levels of OBSE and OCBs. Results showed that there are no significant age differences on levels of OBSE and OCB. However, there is a significant effect of age on OCB toward teacher where older teachers performed more OCBs than younger teachers. Reviews of literature by Organ and Ryan (1995), and Podsakoff et al; (2000) on predictors of OCB suggested that demographic and personality/dispositional variable had little or no impact on OCB. Also in support of the result of present research, Omer (2013) did not find any significant correlation between age and dimensions of OCB.

Lastly, for hypothesis five and six, results from present study showed that gender, age and marital status do not have any significant effect on OBSE and OCB respectively. This confirms that demographic variables had little or no impact on OCB.

CONCLUSION

This study has investigated the relationship between organizational-based self-esteem (OBSE) and organizational citizenship behavior (OCB) of teachers in Ado –Ekiti, Nigeria.

The following conclusions were reached based on the analysis of data and interpretation of results:

1. That there is a significant positive relationship between OBSE and OCB,
2. That there is no significant effect of gender of teachers on levels of OBSE,
3. That there is a significant difference between male and female teachers on levels of OCB,
4. That there is a significant influence of marital status of teachers on levels of OBSE and OCB,
5. That there is no significant difference in age of teachers on levels OBSE and OCB, and
6. That there is no significant interaction effect of marital status, gender and age on OBSE and OCB.

RECOMMENDATION

Considering the outcome of this research, it is recommended that educational authorities should foster strategies geared at helping teachers develop a personal self-worth and identification with the teaching profession as it automatically trigger them to provide quality services to students, school and fellow colleagues. Numerous theoretical perspectives converge on the notion that to increase employees self-esteem levels, one should provide employees with an environment that affirms their sense of competences, autonomy, and belonging (Brockner, 1988; Deci & Ryan, 1995; Leary, Tambor, Terda & Downs, 1995; Pierce & Gardner, 2004). Such theoretical perspectives are backed up by empirical organizational research, which indicates that support from one's leader and organization, job autonomy, and performance enhancing role conditions all positively influence self-esteem levels (Ferris, Brown Heller, 2009; Pierce & Gardner, 2004). Thus, educational institutions and government seeking to boost employee self-esteem levels may wish to focus on factors that influence employee's feelings of competence, autonomy and belonging.

Pierce & Gardner (2004) have also suggested that managers should communicate employees' importance in organizations to the employees; both formally and informally. This will, no doubt, boost organizational-based self-esteem of such employees. Celebrating for successes by holding small departmental parties and praising; sometimes through email or text messages may also be effective.

Apart from given positive feedback to teachers in the manners enumerated above, government and authorities should increase their remuneration packages for increased quality of life. As a result of the reasonable reward system given to teachers, the society will perceive them favorably and this, in turn, will further make them (teachers) see importance and dignity in the teaching profession. When compensation packages are below expectation, teachers are likely to have negative view of the worth of the work they do. According to self-consistency motivation, Korman (1970) has suggested that individuals who have a positive self image of themselves will, as a result of this evaluation, possess positive attitude and engage in behaviors that reinforce that self image. The opposite holds true for individuals who have a negative self image. When OBSE of teachers were improved, their performance of OCBs could be predicted.

Limitations of Study and Contributions to Knowledge

Like many studies of this nature, this study had some limitations. First, the cross-sectional nature of the study restricted the findings to correlation rather than causal relationships. Perhaps, longitudinal studies to test the casual direction between the various dimensions of OBSE and OCBs are needed. Second, all the variables were obtained through self report measures. Data on a variable like OCB can be obtained from the ratings of principals or other senior staff to the teachers concerned in order to have a true picture of OCBs performance. In addition, further research studies are needed to examine organizational and job variables that moderate the relationship between OBSE and OCBs. The results of these studies will provide further direction and focus to education ministries on the development of policies and practices to better improve teachers' performance. Despite the above limitations, this study has contributed to understanding the relationship between OBSE and OCBs. It had also shed more light on the influence of demographic factors such as gender, age, and marital status on OBSE and OCBs.

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