Educational Citizenship Behavior

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ABSTRACT

To this goal, the present paper aims to shed light on the concept of educational citizenship behavior, its dimensions, and the way to deal with it in educational contexts. In this digital age, as educational systems including universities, centers of higher education, schools,…move into an era of reorganization and are obliged to work in a competitive and complex environment, their effectiveness to a great extent depends on teachers who are committed to educational objectives and norms and are more eager to go above and beyond the call of duty to contribute to successful change, that is, to delve into such organizational citizenship behaviors. The concept of educational citizenship behavior is to investigate the extra-role behaviors that are not formally required or rewarded; such behaviors lead to more success, effectiveness, efficiency, and productivity of any kind of educational system. Today, as educational systems move into a new era of reorganization, performance defined as prescribed by task roles-is necessary but not sufficient for predicting school effectiveness. Therefore, educational systems will have to be more dependent on teachers who are willing to exert considerable effort beyond formal job requirements.

INTRODUCTION

In this digital age, as educational systems including universities, centers of higher education, schools,…move into an era of reorganization and are obliged to work in a competitive and complex environment (Miller, 2002), their effectiveness to a great extent depends on teachers who are committed to educational objectives and norms (Oplatka, 2006; Somech & Ron, 2007) and are more eager to go above and beyond the call of duty to contribute to successful change, that is, to delve into such organizational citizenship behaviors (cited in Belogolovsky & Somech, 2010). As Somech & Ron (2007) believe, schools are increasingly faced with ever growing demands and requests, like enhanced diversity in the classroom, higher expectations regarding student achievements, and new psychological insights concerning pedagogy and learning that require educational changes.

These new demands make educational settings" success more and more dependent on teachers' eagerness to go above and beyond the call of duty in order to meet their educational aims and purposes. The concept of educational citizenship behavior is to investigate the extra-role behaviors that are not formally required or rewarded; such behaviors lead to more success, effectiveness, efficiency, and productivity of any kind of educational system. Today, as educational systems move into a new era of reorganization (Clement & Vandenberghe, 2000; Wall & Rinehart, 1998), performance defined as prescribed by task roles-is necessary but not sufficient for predicting school effectiveness. Therefore, educational systems will have to be more dependent on teachers who are willing to exert considerable effort beyond formal job requirements (Somech & Drach-Zahavy, 2000, cited in Bogler & Somech, 2004). To this goal, the present paper aims to shed light on the concept of educational citizenship behavior, its dimensions, and the way to deal with it in educational contexts.

CITIZENSHIP

Fathi Vajargah and Chokadeh (2006) state that the term citizenship is a subject that was first introduced in social sciences for establishing the community spirit and solidarity among the society people. After democratic ruling system, as a manner for ruling over people by the people, entered in the political systems, the necessity of people‟s presence in the governing interactions was revealed; thus the political sciences to achieve the suitable scientific paradigms borrowed the concept of citizenship from social sciences. The third presence of citizenship after presence in social sciences and political sciences is appeared in education systems. In fact, after proving the importance and value of citizenship, the education systems intended to extend and intensify this fundamental factor. But emergence of citizenship in the context of education was so significant that today many countries of the world have considered the vital role of "citizenship education‟‟ (Kazemi & Chokadeh, 2005; Jafari Karfestani, Azizi Shomami, Maleki Hasanvand, 2013).

ORGANIZATIONAL CITIZENSHIP BEHAVIOR

The term Organizational Citizenship Behavior (OCB), derived from Katz's (1964) conception of extra-role behavior, was first introduced by Organ (1988); Organ (1988) defined this concept, in a professional domain, as "an 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". He concludes that such behaviors lead "to the maintenance and enhancement of the social and psychological context that supports task performance" (Organ, 1999; cited in Runhaar, Konermann, Sanders, 2012).

On the other hand, Hunt (1999) defines this term as favorable, natural and voluntary, nonobligatory behaviors of the employees of an organization who have open general intentions. Such definitions strongly imply that OCB contains favorable behaviors which can be beneficial to the organization, administration, groups and the individuals. As some experts have pinpointed (George, 1996; Katz & Kahn, 1966; Organ, & Konovsky, 1989), OCBs are vital to theorganization because through formal job descriptions, it is not possible for organizations to predict the whole range of behaviors needed to meet the organizational goals (Vanyperen, Vandenberghe, & Willerning, 1999). OCB provides the organization with additional resources and removes the need for expensive formal mechanisms otherwise crucial to successful restructuring processes.

DIMENSIONS OF ORGANIZATIONAL CITIZENSHIP BEHAVIOR

Polat (2009) pointed out that though there is not any general consensus regarding different dimensions of organizational citizenship behavior; Organ (1988) introduced OCB under the following categories: ***altruism, courtesy, sportsmanship, and civil virtue***.

ALTRUISM/HELPING

Helping behavior includes all types of voluntary actions of workmen displayed to help the fellow workmen in performing their work and overcoming problems within the organization. Examples of such attitudes include helping beginners in getting used to work, sharing the work burden of fellow workmen, helping others in solving problems, training fellow workmen on utilization of new equipment, helping fellow workmen to works for required deadlines and obtaining the materials and equipment which is needed by fellow workmen. The helping behavior is not confined only to fellow workmen; it can be displayed also to the customers, renderers and the ones working in procurement (Organ, 1988; 1990; Podasakoff, et al., 2000, cited in Polat, S., 2009).

COURTESY

A courtesy attitude covers up all behaviors for helping others in avoiding problems to occur. Examples of this attitude include trying to prevent other people from suffering as a result of a certain event, informing fellow workmen on work schedule about the points which must be taken into account in advance (Organ, 1988, 1990; Posakaoff and et al., 2000, cited in Polta, S., 2009).

CONSCIENTIOUSNESS

This attitude, defined as upholding high level of awareness, includes voluntary behavior that goes beyond the lowest expected role definition and performance of workmen more than expected lowest level. The examples often sited are low absenteeism levels, regular working at the workplace, being on time, using time outs without any cheating,

being careful with deadlines and obeying rules (Organ, 1988). Another example may be working overtime for trying to finish a project without demanding overtime payment (Schnake, Dumler, Cochran, 1993; cited in Polta, 2009).

SPORTSMANSHIP

Sportsmanship is defined as refraining from actions which may lead to unfavorable tensions at the work place and maintaining synergistic atmosphere within the organization against incidents (Organ, 1988, 1999; Podsakoff and et al., 2000). The examples of this attitude include to refrain from exaggerating problems when they exist refraining from complaining about the work, not to blame someday at the workplace, to be able to tolerate organizational problems, to behave such to avoid any tension or quarrel with fellow workmen during the times of crisis and to be always respectful in his/her relations with fellow workmen (Organ, 1988, 1999; Podsakoff and et al., 2000). Sportsmanship also covers to defend the prestige of the organization against those who are not in the organization (Netemeyer, Boles, McKee and Mc Murran, 1997, cited in Polta, S., 2009).

CIVIC VIRTUE

Civic virtue in this context means high level of interest in and high level of loyalty to the organization. Effective participation of employees in the meetings, to show interest in policies of the organization, to make contributions and deliver the environment for avoiding any hazard to the organization, to report any unusual incidence in the workplace, to be ready against any risk are some of the examples of this behavior (Organ, 1988; , cited in Polat, S., 2009). Developmentof any society is under the responsibility of people living in it; and the development of an organization is under the responsibility of people working for it.

EDUCATIONAL CITIZENSHIP BEHAVIOR

Unlike OCB with its well-defined criteria and widely used measures, the descriptions of educational citizenship behavior are scattered. According to Mehlinger (1977), citizenship behaviors include:
 being polite
 obeying school rules
 submitting homework on time
 not cheating on examinations

Okunrotifa (1981) summarized the behavioral manifestations of students‟ citizenship behavior as follows:
 working well with other students in groups and committees
 bringing materials to school
 doing work without complaining
 handing in assigned work on time
 keeping desk and work area clean
 using materials without wasting them
 working steadily, even when not watched
 finding other work to do after completing one task
 taking care of school property

Regarding altruism dimension of ECB, the following items can be added to the behavioral manifestations of students‟ citizenship behavior:
 assisting new students in adjusting to the school environment helping students in need
 helping others in study group
 using school resources to maximize other students‟ benefit
 helping each other out even when grades or scholarships are at stake
If the concept of OCB emphasizes extra-role behaviors that are not formally required or rewarded, educational citizenship behavior should also incorporate such components in its conceptualization and measurement (cited in Chen & Carey, 2009).

CITIZENSHIP EDUCATION

Banks (2001) declares that due to growing ethnic, cultural, racial, and religious diversity throughout the world, citizenship education needs to be changed insubstantial ways to prepare students to function effectively in the 21st century. Citizens in the new century need the knowledge, attitudes, and skills required to function in their ethnic and cultural communities and beyond their cultural borders and to participate in the construction of a national civic

culture that is amoral adjust community that embodies democratic ideals and values. Students also need to acquire the knowledge and skills needed to become effective citizens in the global community.

Citizenship education should help students to develop thoughtful and clarified identifications with their cultural communities and their nation-states. It should also help students to develop clarified global identifications and deep understandings of their roles in the world community (Diaz, Massialas, & Xanthopoulos, 1999, cited in Banks, 2001). Students need to understand how life in their cultural communities and nations influences other nations and the cogent influence that international events have on their daily lives. Global education should have as major goals helping students to develop understandings of the interdependence among nations in the world today, clarified attitudes toward other nations, and reflective identifications with the world community.

TEACHERS' ROLES IN TEACHING EDUCATIONAL CITIZENSHIP BEHAVIOR

One of the challenges ahead of all school administers is to create a climate in which teachers and staff members identify and affiliate with the school and its mission. The notion of behaviors directed towards the individual and the organization was first introduced by Williams and Anderson (1991), and in the educational setting, it corresponds to behaviors directed towards students, teacher colleagues, and to the whole school (cited in Bogler & Somech, 2004). OCBs operate indirectly; they influence the social and psychological environment of organizations, which in turn influence the technical core (Diefendorff et al., 2002).

OCB affects the technical core since it involves extra role behaviors of some teachers towards students and teachers. These teachers help students with class materials, acquire expertise in new areas that contribute to their work, prepare special assignments for higher- or lower-level students, volunteer for school committees, set up learning programs for substitute teachers, help absent colleagues by assigning learning tasks to their classes, and work collaboratively with others. All these OCBs relate to the technical core of the organization. However, in the case of teachers who exhibit OCBs, they also help to achieve organization goals. This is reflected through extra role behaviors toward the organization, expressed by teachers organizing social activities for the schools, volunteering for roles and tasks that are not part of their jobs, providing innovative suggestions to improve the school and by organizing joint activities with parents above the norm (cited in Bogler & Somech, 2004).

OCBs are not accounted for or monitored by the organization's reward system, yet they provide the organization with the adaptation and innovation necessary for long term survival and growth. Organizational charts, employment agreements, and job descriptions fail to address all the contingencies that arise in schools. Teachers in well-functioning schools go well beyond the minimum expectations count on teachers doing so and could not achieve their goals if teachers limited their contributions only to those specified in their job descriptions. In fact, "working to rule" is a tactic often employed by teacher unions to punish school districts when contracts have expired or when contract negotiations are at an impasse. When teachers spontaneously go beyond formally prescribed job responsibilities and perform non mandatory tasks, the impact on the school organization is dramatic. It reduces tension and compensates for the vague and generalized job descriptions of professionals in school organizations. It also contributes to the overall effectiveness of the school and reduces the management component of the administrator's role (cited in Dipaola & Tschannen-Moran, 1997).

SCHOOLS, SOCIAL CONTROL, CHILDHOOD AND CITIZENSHIP

Schools are clearly defined and structured spaces; they are also key sites of socialization where children learn how to behave appropriately in designated spaces, including classrooms, social spaces and outside playgrounds (Brown, 2007). Since the inception of mass schooling, an enduring function of schools has been the social control of young citizens (Devine, 1995; Harber, 2002; Brown et al., 2008). This, as the educationalist Dewey noted over a century ago, is enacted through the physical and social fabric of schools, even more so than curriculum and the content of lessons (Kupchik et al., 2006: 160). A durable feature of schooling is the monitoring of pupil movement. As in the past schools today remain characterized by: „buildings, classrooms, corridors, timetables, bells and security devices‟ (Burke et al., 2008).

Leonard (2006) suggests that schools occupy an ambiguous place in the landscape of childhood because they: „straddle the boundaries between the public and private spaces of childhood‟. Schools, like the idea of childhood, also hold enormous symbolic power. School architecture not only embodies social attitudes towards children and their socialization but cultural norms regarding the kind of society we envisage for our future citizens (Burke et al.,

2008). In Schilling‟s (1991) seminal work on school spaces he maintained that space should not be simply viewed as the setting where interaction takes place but maintained that space is: „deeply implicated on the production of individual identities and social inequalities‟. Drawing onthe work of Shilling, the design of school buildings is profoundly implicated in social processes that help cultivate active agency in young people. The recent modernization of many school estates raise some very timely questions regarding the connections between the quality and organization of school premises and aspirations and expectations for educating citizens fit for the challenges of the 21st century (cited in Brown, 2012).

THEORIES UNDERLYING ORGANIZATIONAL CITIZENSHIP BEHAVIOR
SOCIAL EXCHANGE THEORY

Many OCB theorists pinpoint to the origins of OCB as social exchange theory (Blau, 1964), which is based on the norm of reciprocity (Gouldner, 1960). Social exchange theory in the context of OCB would tell us that an organization can garner better OCB outcomes through treating its employees better. The basic formula for predicting the behavior for any properly socialized individual in any situation is:

Behavior (Profits) = Rewards of interaction - Costs of Interaction

☐ Costs are any real or perceived debits resulting from a behavior.
☐ Rewards are the obvious perceived credits resulting from a behavior.
☐ Profits are short- or long run gains of interaction with others.
☐ Satiation occurs if rewards are given too often and become devalued.
☐ Scarcity, and the perception of it, increase the value of rewards.

PRO-SOCIAL BEHAVIOR THEORY

Prosocial behavior, or "voluntary behavior intended to benefit another", consists of actions which "benefit other people or society as a whole," "such as helping, sharing, donating, co-operating, and volunteering." These actions may be motivated by empathy and by concern about the welfare and rights of others, as well as for egoistic or practical concerns. Contrary to exchange theory, pro-social behavior proposes that an individual who exhibits pro-social behavior expects no reward for his or her efforts. This is more consistent with Organ's (1988, 1997) definition of OCBs.

MANIFESTATIONS OF OCB

The behaviors exhibited in organizations are not simply a function of formal expectations and individual needs and motivation; the relationships among these elements are dynamic and interdependent with that of other actors within asocial network (Hoy & Miskel, 2005). The fundamental principle of the network perspective is that cases are not independent, that is, one network member‟s behavior is dependent on the others‟ behavior. Teachers display organizational citizenship behaviors through mentoring teachers, sponsoring clubs, participating in school activities, serving on committees, passing on accurate information, providing others with advance notice and the many other countless examples of behaviors that exceed the contractual obligations set forth by schools. These behaviors significantly increase when healthy organizations exhibit a strong sense of culture and positive climate (Burns & Carpenter, 2008). Educational organizations that exhibit a strong culture of efficacy seem to promote high student achievement by encouraging the acceptance of challenging goals, strong organizational effort, and a persistence that leads to better performance (Hoy & Miskel, 2005). In organizations that do not exhibit these qualities negative norms develop and permeate throughout the organization. Such negative behaviors include gossip, self serving behaviors, acting in isolation, nonparticipation in activities, and a general lack of helping others.

CONCLUSION

Organ (1997) asserts that as educational practitioners and researchers, we are pleased that focusing on organizational citizenship behaviors, the contributions of the individual teacher in terms of helping individuals and helping the school organization, is an effective use of a school leader‟s time. The individual teacher is without a doubt the most significant teaching and learning resource in the classroom. Without the curriculum knowledge and instructional expertise of the classroom teacher, learning though not impossible would be a difficult enterprise. However, it is the prosocial behavior of teachers in a given school that extend beyond traditional and contractual expectations that "supports the social and psychological environment in which task performance takes place" (cited in Burns & Carpenter, 2008). In a nutshell, to make more effective as well as more successful learners, traditional educational systems are of not sufficient help to the 21st century learners anymore.

To make such learners better citizens of educational contexts, educational systems need to experience a kind of change; a change in their attitudes toward learning and learners. As a matter of fact, they need to reorganize their view regarding concept of „education". As teachers, we should encourage our students to assist new students in adjusting to the school environment, to help their peers in need, to help others in their study group, to work well with other students in groups and committees, to bring materials to school, to do work without complaining, to hand in assigned work on time, to keep desk and work area clean, to use materials without wasting them, to work steadily, even when not watched, to find other work to do after completing one task, and to take care of school property.

CONFLICT OF INTEREST
The authors declare no conflict of interest.

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