

Job Satisfaction through Organizational Citizenship Behaviour: A Case of University Teachers in Pakistan

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Teachers' job satisfaction leads to job continuity, which in turn affects teacher performance as well as the effectiveness of their institutions. The purpose of this study was to identify if there was a relationship between the Organizational Citizenship Behavior (OCB) and Job Satisfaction (JS) of teachers since discretionary behaviours have a significant impact on performances, yet are not considered in evaluations. Descriptive correlational research was carried out using a multi-stage stratified random sampling technique, where participants came from Higher Education Commission (HEC) recognized public and private sector universities in Lahore, Pakistan. After data cleaning, statistical analyses were applied to the data from 232 questionnaires, using SPSS. Correlations between the factors of organizational citizenship behaviour (altruism, courtesy, sportsmanship, conscientiousness, and civil virtue) and job satisfaction were found to be moderately significantly positive. Job satisfaction through the factors of OCB was determined to be 21.3%, where only altruism and civil virtue were factors. Significant differences were revealed in the OCB and job satisfaction of university teachers in terms of gender, university type, job type, marital status, age groups, academic qualifications, teaching experiences, faculties, and universities. Results of the study provide implications for educational administrators, teachers, and policy makers for incorporating OCBs in their organizations and strengthening factors that contribute toward job satisfaction.

La satisfaction professionnelle chez les enseignants entraîne la continuité au travail, ce qui affecte le rendement des enseignants et l'efficacité de leurs établissements d'enseignement. L'objectif de cette étude était d'établir s'il existe un lien entre la citoyenneté organisationnelle (CO) et la satisfaction professionnelle (SF) des enseignants car, même si le comportement discrétionnaire a un impact significatif sur le rendement, les évaluations n'en tiennent pas compte. Une recherche descriptive corrélacionnelle basée sur une méthodologie d'échantillonnage aléatoire stratifié à plusieurs degrés a impliqué des participants d'universités publiques et privées reconnues par le Conseil de l'enseignement supérieur à Lahore, au Pakistan. Suivant un nettoyage des données, nous avons soumis les données provenant de 232 questionnaires à des analyses statistiques avec le logiciel SPSS. Des corrélations légèrement positives se sont révélées entre les caractéristiques de la citoyenneté organisationnelle (altruisme, courtoisie, esprit sportif, conscience professionnelle, sens civique) et la satisfaction professionnelle. La satisfaction professionnelle, telle qu'évaluée par les caractéristiques de la CO, était de 21,3% et seulement l'altruisme et le sens civique y jouaient un rôle. Les résultats ont révélé des différences significatives quant à la CO et la satisfaction professionnelle chez les professeurs d'université en ce qui concerne les sexes, le type d'université, le type d'emploi, le statut civil, les groupes d'âge, les titres universitaires, l'expérience en enseignement, les facultés

et les universités. Ces résultats ont des implications susceptibles d'intéresser les administrateurs, les enseignants et les décideurs par rapport à l'intégration de la CO au sein de leur établissement et au renforcement des facteurs qui contribuent à la satisfaction professionnelle.

Educational administration is an area of substantial research interest, since it focuses on managerial practices in the educational field. A review of the literature demonstrates an increasing trend of managerial practices being introduced into the area of educational administration. Organizational citizenship behaviour (OCB) and job satisfaction (JS) are two important factors in any organization that contribute to its productivity. Teachers showing satisfaction in relation to their jobs often continue to remain and work in the same institution. This in turn often increases their productivity and quality of work. In contrast, dissatisfied workers show high turnover from the job, which affects the performance as well as the effectiveness of the organization (Intrasaprasong, Dityen, Rugkrunjit, & Subhadrabandhu, 2012).

According to Robbins (2006), organizational citizenship behaviour (OCB) is a flexible behaviour which is the informal job role of an employee. Examples of this behaviour in educators include acknowledging the success of their peers, referring an academic problem to a colleague who is expert in that field, helping the research students of other educators, and working for the name of the institution instead of securing personal credit. OCB naturally denotes those behaviours that have an impact on the organization as well as on the employees (Poncheri, 2006). Thus, we can say that OCB is a form of voluntary behaviour that can affect an organization in a positive way.

A number of research studies have explored the dimensions of OCB; for example, Podsakof, Mackenzie, Paine, & Bachrach (2000) reviewed the literature and identified 30 different dimensions of OCB. Relatedly, in a study that has been utilized by a number of other scholars, Organ (1988) identified five dimensions of OCB: a) courtesy, b) conscientiousness, c) civil virtue, d) altruism, and e) sportsmanship. Many of the latest research studies in educational administration (e.g. Ehtiyar, Alan, & Omuris, 2010; Gonzales & Wagenaar, 2006; Lo & Ramayah, 2009; Mehboob & Bhutto, 2012; Neeta, 2013; Taleghani & Mehr, 2013; Unal, 2013) have used these five dimensions.

The study at the focus of this article utilized the Organ's (1988) definition of OCB. A brief explanation of these dimensions and our definition of the terms within the context of the study follows.

- **Altruism:** Smith, Organ, and Near (1983) defined altruism as the voluntary actions of an employee who provides assistance to an individual with a particular problem to complete his or her task under unusual circumstances. Within the study, we use altruism to refer to a member helping other members of their institution in their work.
- **Civil Virtue:** Deluga (1998) described civil virtue as an employee's participation in the political life of an organization as well as their support of the organization's administrative functions. When we use civil virtue in the paper, we mean the behavior of the employee that is engaged in the happenings within the organization and the awareness of the matters relating to the organization.
- **Conscientiousness:** Organ (1988) outlined conscientiousness as an employee's dedication to the job which exceeds their formal requirements, such as working long hours, and

volunteering to perform jobs that are outside of their duties. Conscientiousness, within this article, is used to indicate that a particular individual is organized, accountable, and hardworking.

- **Courtesy:** Focusing on the behaviours that emphasize preventing problems, courtesy also includes taking the steps necessary to lessen the effects of the problem in the future (Intrasaprasong, Dityen, Rugkrunit, & Subhadrabandhu, 2012). In other words, we understand courtesy as a member encouraging other workers when they are demoralized and feeling discouraged about their professional lives.
- **Sportsmanship:** Organ (1988) explained sportsmanship as gladly tolerating the irritations that are an unavoidable part of nearly every organizational setting. Correspondingly, Podsakoff and MacKenzie (1997) revealed that good sportsmanship would enhance the morale of the work group and subsequently reduce employee turnover. When using the term sportsmanship within this paper, we see it as accepting and admiring others' progress open heartedly and admitting the room for excelling for oneself.

A number of studies have been conducted in the last several decades in order to measure the Job Satisfaction (JS) level of teachers worldwide. According to Locke (1976), JS is a gratifying or optimistic responsive condition stemming from the evaluation of an individual's work or work practices. Many researchers (e.g., Dinham & Scott, 2000; Shann, 1998; Thompson, McNamara, & Hoyle, 1997) explain job satisfaction in relation to intrinsic job satisfaction and extrinsic job satisfaction, where the former is job satisfaction related to task/activity of the job itself, and the latter job satisfaction is related to the rewards associated with the activity/task of the job. JS helps in enhancing the financial numbers and positioning of the institutions; since satisfied workers perform better, JS simultaneously results in escalated organizational performance (Aronson, Laurenceau, Sieveking, & Bellet, 2005).

The Relationship between Organizational Citizenship Behaviour and Job Satisfaction

William and Anderson (1991) found positive relationships between both extrinsic and intrinsic job satisfaction and each of the OCB dimensions. This conclusive (positive) relationship indicates that an increase in one variable causes an increase in the other variable, while a decrease in one variable results in a decrease in another. These findings make it more significant to study JS and OCB further in detail. OCB was further categorized by William and Anderson in (1991) in two ways: a) the factors an employee magnifies related to the overall organization, or organizational citizenship behaviour for organization (OCB-O); and b) the factors displayed by an employee that are related to the individual at the workplace, otherwise known as organizational citizenship behaviour for individual (OCB-I). Conducting research in the United States, Lee and Allen (2002) found that intrinsic satisfaction is positively related to OCB-O but not to OCB-I. Other researchers have found no significant relationships between OCB and JS (e.g., Chen, Hui, & Segó, 1998; Schappe, 1998). Meanwhile, Zeinabadi (2010), investigating the relationship of JS and organizational commitment with OCB among teachers within the education sector of Iran, revealed a relatively strong correlation between intrinsic job satisfaction and OCB.

In the Pakistani context, very little research has been done to explore if a correlation exists between OCB and JS. Bukhari, Ali, Shahzad, and Bashir (2009) for example, studied the

contributing factors of OCB in the managerial and financial industries within Pakistan. For instance, JS as a forecaster of OCB was studied by Mehboob & Bhutto (2012) within one university in Sukhar. There were certain limitations in this research due to its small scope, and the study using JS as predictor of OCB. In her research on university teachers in Lahore, Farooqui (2012) concluded that there were significant differences in the levels of OCB depending on the participant's gender. Likewise, Aslam (2012) investigated the relationship of OCB and JS, organizational commitment, and employee turnover, determining that OCB has a positive significant relationship with JS.

Our review of the literature indicates that while some studies support a positive relationship between OCB and JS, other studies concluded that there is no relationship between the two. In addition, the Pakistani context has not been of considerable research focus (Aslam, 2012; Farooqi, 2012). In particular, the possible relationship between the OCB and JS should be examined since discretionary behaviours which are not rewarded can have great impact on performances (Christine, 2011). The research at the focus of this paper explored whether or not there was a possible correlation between the organizational citizenship behaviour and job satisfaction of the teachers at Higher Education Commission (HEC) recognized public and private universities in Lahore, Pakistan. University education comes under the Higher Education Commission of Pakistan and is the highest level of education in Pakistan. There is a need of a study to see the relationship between OCB and JS not as antecedents or determinants of each other, but as possibly correlating with each other.

Theoretical Framework and Conceptual Model of the Study

Major theories of job satisfaction include discrepancy theory (Locke, 1969), equity theory (Mowday, 1992), and the motivator-hygiene theory (Herzberg, Mausner, & Snyderman, 1959). In their research, Konovsky and Pugh (1994) illustrated the theoretical orientation of OCB from Social Exchange Theory, which implies that people behave well if they expect the same in return from others. This study is grounded in three areas:

- Discrepancy theory: the difference in what an employee wants and what s/he gets;
- Equity theory: the belief that employees are compensated (outputs) in any institution congruent to what they perform (input) in an institution; and
- Motivator-hygiene theory: propounded by Herzberg (1959), this theory is based on motivators (which he called as satisfiers), and hygiene (which he named as dis-satisfiers).

In addition to the theoretical orientations of the study, the conceptual model of our research considered the five dimensions of OCB—altruism, conscientiousness, courtesy, sportsmanship, and civil virtue—as independent variables to predict the dependent variable of job satisfaction. Figure 1 shows this conceptual model.

Objectives of the study

In light of the empirical evidence from the relevant literature, three objectives of the study were determined:

1. Explore the relationship between the organizational citizenship behaviour and job satisfaction of the university teachers.

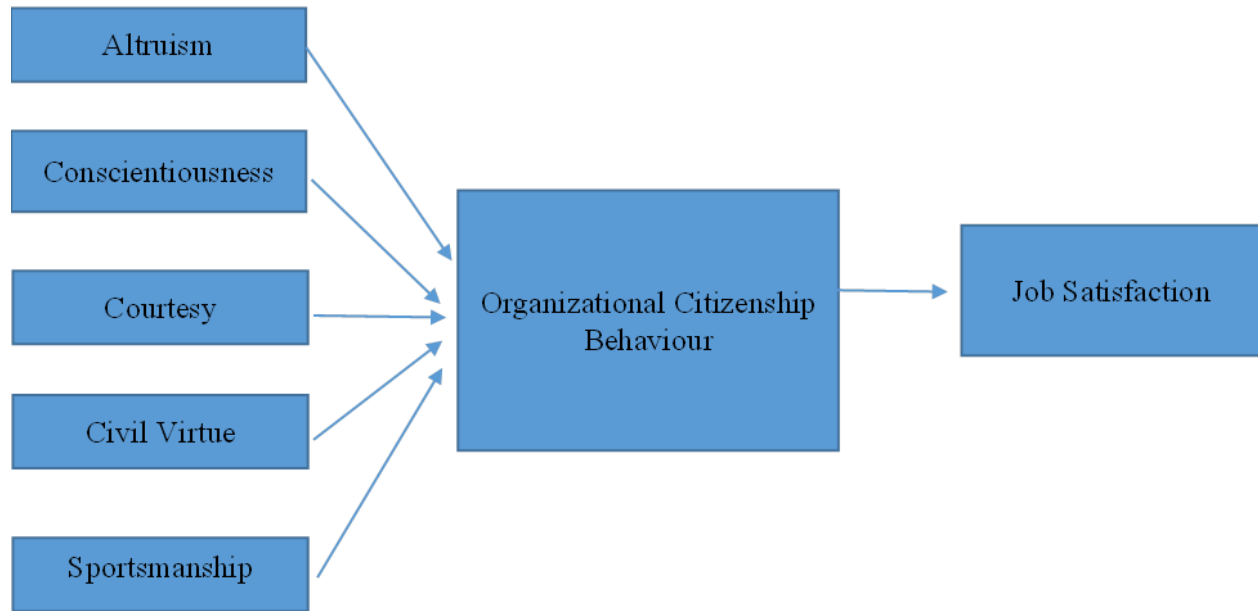


Figure 1. Conceptual model of the study

2. Examine the effect of demographic variables such as age, gender, education, work experience, marital status, faculty, and institution on university teachers' level of organizational citizenship behaviour and job satisfaction.
3. Compare the levels of the organizational citizenship behaviour and job satisfaction among the public and private university teachers.

From these objectives, three research questions were developed. First, is there a significant level of correlation between OCB and JS of university teachers? Second, do demographic variables like age, gender, education, work experience, marital status, faculty, and institution affect the level of OCB and JS of university teachers? Third, is there any significant difference in the levels of OCB and JS between public and private university teachers?

Method

Using quantitative methods, a descriptive correlational study was conducted. The design of the present study was cross-sectional. Cross-sectional designs take the data from different sub-groups of the population at the same period of time. They are used when valid generalizations are sought regarding the sample population. Since the nature of this study was such that it required gathering the data from different sub-groups of the population, a cross-sectional design was adopted for this research.

Sample

The public and private sector universities recognized by the Higher Education Commission (HEC) in Lahore formed the population of this study; a list of these institutions is available from the HEC official website (Higher Education Commission, 2014). Multi-stage stratified random

sampling was used in this study. In Pakistan, universities are recognized—meaning, giving them a charter to award degrees—by the HEC. Universities have different faculties and under those faculties there are various departments. In the first stage of the study, the public and private sector universities were randomly selected by taking one half (1/2) of the total number of institutions. Four public sector universities were identified using this method: University of the Punjab (PU), Lahore College for Women University (LCWU), University of Education (U of E), and Government College University (GCU). Four private sector universities were also chosen randomly: University of Management and Technology (UMT), University of Central Punjab (UCP), The Superior University (SU), and University of South Asia (USA). In the second stage, university faculties were picked indiscriminately by taking half (1/2) of the total number of faculties in the randomly selected universities mentioned previously. In the last stage, teachers within the aforementioned faculties were again randomly selected by taking one half (1/2) of the total teachers available in the departments. At the end of this process the sample size of this study was 450 university teachers.

Measures

A demographic description form and two close-ended questionnaires were used to collect the data from the respondents. One of the questionnaires focused on the Organizational Behaviour Citizenship Scale (OCB-S) while the other focused on the teachers' job satisfaction assessment scale (TJS-AS).

Demographic description form. A demographic description form, developed by Nauman Abdullah (2015) in a previous study, was included in this research to determine if there was a correlation between particular demographic characteristics and the OCB-S and TJS-AS. The questions on the form asked respondents to fill out identifying information such as their gender, age, marital status, job type, qualification(s), level of work experience, type of university they teach at, their designation, the faculty they work in, and the name of their institution (Abdullah, Raza, & Akhtar, 2015).

Organizational Citizenship Behaviour Scale (OCB-S). A five-dimensional scale for organizational citizenship behaviour developed by Konovsky and Organ (1996) with reported reliability of 0.858, was used to explore the level of the organizational citizenship behaviour of the university teachers. This tool was developed using effective and rigorous analysis techniques. Initially 32 items were developed by Konovsky and Organ (1996) following regression analysis and factor loading analysis. A total of 20 items were declared successful. The same tool has been used in many research studies; specifically, in the Pakistani context, Mehboob & Bhutto (2012) used the same scale and they reported the reliability at Cronbach Alpha to be 0.82 in their study.

Teachers Job Satisfaction Assessment Scale (TJS-AS). TJS-AS was used to collect data from the university teachers regarding their level of job satisfaction. This scale reporting reliability on Cronbach Alpha of 0.901 was developed by Mahr Saeed Akhtar (2013) for an ongoing research project on the Job Satisfaction of university teachers. This scale caters to the local needs of the Pakistani context. Job satisfaction is influenced by the culture to which people adhere (Garrett, 1999; Van-Houtte, 2006); therefore, an appropriate measurement of the job satisfaction of the university teachers in Pakistan should be used (Mahmood, 2011).

These two close-ended instruments were pilot-tested on a sample of 49 respondents that were not part of the research sample. Both tools were close-ended survey questionnaires with

statements measured using Likert scale-type responses. There were five possible responses for each item:

- Strongly Agree (SA), or 5;
- Agree (A), or 4;
- Neutral (N), or 3;
- Disagree (D), or 2; and
- Strongly Disagree (SD), or 1.

Negative items on both scales were reversed in the data file. The final reliability measured at Cronbach alpha of the sub-scales of the OCB-S showed altruism 0.76, courtesy 0.65, sportsmanship 0.63, conscientiousness 0.76, and civil virtue 0.70.

Procedure

In his role as primary investigator of the project, Nauman Abdullah collected the data. All ethical considerations were met, and permissions were sought from relevant universities to collect data. After collecting the primary data from the subjects, version 21.0 of Statistical Package for Social Sciences (SPSS) was used to perform a statistical analysis on the data. Of the total sample of 450 university teachers, 241 questionnaires were received showing a response rate of 53.5 %. Of those 241 received questionnaires, nine questionnaires were not filled out appropriately, and were discarded from analysis. A total of 232 remaining questionnaires were considered for a detailed analysis. A few missing values were observed in some of the questionnaires. Those missing values were filled by using the linear interpolation technique in SPSS. From there, all of the valid responses were taken into consideration for statistical analysis and interpretation.

Results

The major descriptive results of the study concluded that majority of the university teachers in this study had received higher education. In this study, lecturers—those classified as having not obtained a PhD—were the greatest number of participants: 59.1% of the sample were lecturers. Women, though not quite at parity with their male counterparts working in university education in Pakistan, comprised a significant number of participants: they made up 46.6% of the total sample in this study. Along with the descriptive statistics, inferential statistical analysis techniques were also applied.

Table 1 illustrates the correlation between different dimensions of OCB taken as subscales and JS of teachers using Pearson r product moment. The dimensions altruism, courtesy, conscientiousness, and civil virtue were showing significant correlation with job satisfaction at $p < 0.01$. The relationship was positive, meaning, that if altruism, courtesy, conscientiousness, and civil virtue increase, it may be that the job satisfaction of university teachers also increases.

The proposed model for this study was tested by applying a multiple regression analysis technique, taking altruism, conscientiousness, courtesy, civil virtue, and sportsmanship as independent variables and job satisfaction as the predicted dependent variable. The multiple regression analysis of the conceptual model suggested that R square for this model was .213. However, the major contribution to this 21.3% prediction was only from the factors of altruism

Table 1

Correlation between Dimension of OCB and Job Satisfaction (n =232)

Sub Scales of OCB	<i>r</i>	<i>p</i>
Altruism	.309**	.000
Courtesy	.315**	.000
Sportsmanship	-1.00	.130
Conscientiousness	.346**	.000
Civil Virtue	.388**	.000

***p* < 0.01

Table 2

Regression Analysis for Variables Predicting Job Satisfaction (n = 232)

Model	Unstandardized Coefficients		Standardized Coefficients	<i>t</i>	<i>p</i>
	<i>B</i>	<i>SE(B)</i>	<i>B</i>		
Altruism	.941	.459	.145	2.051*	.041
Courtesy	1.681	.907	.135	1.852	.065
Sportsmanship	.120	.423	.017	.284	.777
Conscientiousness	.529	.645	.068	.821	.413
Civil Virtue	4.231	1.231	.269	3.437**	.001

p* < 0.05, *p* < 0.01

Note: R square for this data was .213

and civil virtue. The two contributing variables, altruism and civil virtue, showed standardized beta values of .459 and 1.231 respectively. The 21.3% success of this model suggested that there is significant correlation of altruism and civil virtue with job satisfaction. Consequently, three other factors remain “non-predictors” in this study, and as such, there is a subsequent need to further explore these variables (Table 2).

On applying the t-test on the dimensions of OCB with respect to gender, the results indicated that men were engaging in sportsmanship behaviours more often than women. Male participants had a mean score of 12.12, a t-value of 2.137 which was significant at *p* < 0.05, and an effect size of 0.305 which, according to Cohen (1988), is a moderate level of significance (Table 3). Applying a t-test on the dimensions of OCB with regard to marital status in Table 4, civil virtue showed significant mean differences at an effect size of 0.286. The universities selected in the sample of this study were grouped into public and private. The t-test on the dimensions of OCB with the job type of public and private sector universities found that public sector university teachers showed a positive significant mean difference compared to the private university teachers in relation to altruism, courtesy, and civil virtue (Table 5). Private sector university teachers reported high levels of sportsmanship. The one-way ANOVA on the dimensions of OCB with different categories of academic qualification showed significant mean difference in sportsmanship with effect size $\eta^2 = 0.052$. In Table 6, in a subsequent analysis of test of significance by using Tukey’s post hoc analysis, the results showed a significant mean

Table 3

Independent Sample t-test by Gender Regarding the Sub-Scales of OCB

Sub-Scales of OCB	Gender	M	SD	df	t	p	Effect Size
Altruism	Male	18.06	3.38	230	-1.767	.079	0.233
	Female	18.87	3.56				
Courtesy	Male	12.36	1.80	230	-1.533	.127	0.206
	Female	12.73	1.80				
Sportsmanship	Male	12.12	3.43	230	2.137*	.034	0.305
	Female	11.14	2.99				
Conscientiousness	Male	21.13	2.91	230	-.005	.996	0.003
	Female	21.14	2.88				
Civil Virtue	Male	8.35	1.50	230	-.271	.786	0.035
	Female	8.40	1.37				

* $p < 0.05$

Table 4

Independent Sample t-test by Marital Status Regarding Sub-Scales of OCB

Sub-Scales of OCB	Marital Status	M	SD	df	t	p	Effect Size
Altruism	Single	18.56	3.36	230	.392	.696	0.055
	Married	18.37	3.56				
Courtesy	Single	12.26	1.79	230	-1.728	.085	0.234
	Married	12.68	1.80				
Sportsmanship	Single	11.55	2.88	230	-.517	.606	0.072
	Married	11.78	3.45				
Conscientiousness	Single	20.90	2.99	230	-.918	.360	0.127
	Married	21.27	2.83				
Civil Virtue	Single	8.10	1.48	230	-2.061*	.040	0.286
	Married	8.51	1.39				

* $p < 0.05$

difference between teachers with bachelor's degrees and those having post-doctoral qualifications.

When applying a one-way ANOVA on the dimensions of OCB with different universities, a significant mean difference was observed. Table 7 demonstrates the test of significance using Tukey's post hoc analysis. The altruism and courtesy scores for respondents at the Lahore College for Women University (LCWU) reflected a positive significant difference when compared to the University of Central Punjab (UCP). Superior University (SU) had higher levels of sportsmanship than Punjab University (PU), Government College University (GCU), and the University of Management & Technology (UMT).

Table 5

Independent Sample t-test by University Type Regarding Sub-Scales of OCB

Sub-Scales of OCB	University Type	M	SD	df	t	p	Effect Size
Altruism	Public	18.94	3.46	230	2.56*	.011	0.337
	Private	17.78	3.43				
Courtesy	Public	12.81	1.79	230	2.63**	.009	0.346
	Private	12.19	1.79				
Sportsmanship	Public	11.18	3.05	230	-2.78**	.006	0.367
	Private	12.37	3.42				
Conscientiousness	Public	21.40	2.73	230	1.56	.121	0.206
	Private	20.80	3.08				
Civil Virtue	Public	8.57	1.34	230	2.50*	.013	0.328
	Private	8.10	1.52				

* $p < 0.05$, ** $p < 0.01$

Table 6

Tukey's Post Hoc Test of Significance Giving Differences of Factors of OCB with Different Academic Qualifications

Sub-scale of OCB	Academic Qualification	Academic Qualification	Mean Difference	p
Sportsmanship	Bachelors	Post-Doctoral	-5.00000*	.017

* $p < 0.05$

Table 7

Post Hoc Test (Tukey) Showing difference of OCB Factors

Sub-scale of OCB	University	University	Mean Difference	p
Altruism	LCWU	UCP	4.06548**	.002
Courtesy	LCWU	UCP	1.93452**	.008
Sportsmanship	Punjab University	Superior	-3.38095***	.000
	GCU	Superior	-3.43651*	.018
	UMT	Superior	-3.23810*	.010

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

In relation to teachers' job satisfaction, the t-test results for respondents working in a public or private university showed a significant difference. Table 8 shows t-value of 2.609, which is significant at $p < 0.05$ and has a value of effect size 0.342. These results illustrate that public university type teachers reported higher JS than the teachers in the private university sector.

One-way ANOVA on the JS of teachers with different designations was also applied, and significant mean differences were found. On further analysis, the test of significance using Tukey's post hoc (Table 9), revealed that full professors were significantly more satisfied compared to associate professors. This could be because full professors—who are at the highest

Table 8

Independent Sample t-test by University Type Regarding Job Satisfaction

	University Type	M	SD	df	t	p	Effect size
Job Satisfaction	Public	181.57	20.60	230	2.609*	.010	0.342
	Private	173.85	24.37				

*p < 0.05

Table 9

Post Hoc Test of Significance (Tukey) Revealing Job Satisfaction by Tenure Status

	Designation	Designation	Mean Difference	p
Job Satisfaction	Associate professor	Professor	-29.99123*	.023

*p < 0.05

Table 10

Tukey's Post Hoc Test of Significance Showing Job Satisfaction Based on Work Experience

	Experience in years	Experience in years	Mean Difference	p
Job Satisfaction	21-25	> 25	-33.46429*	0.044

*p < 0.05

level of tenure—enjoy all possible facilities at the university level, whereas associate professors are still in the middle of their professional lives. The job experience category when explored with a one-way ANOVA showed significant mean differences. The results (Table 10) revealed that teachers having more than 25 years of experience (professors) were more satisfied than teachers having experience of 21-25 years (associate professors).

Discussion

This study was designed to explore a possible relationship between the dimensions of OCB and JS of the university teachers in Lahore. The major findings of the study revealed moderately significantly positive relationships between altruism, conscientiousness, courtesy, civil virtue, and job satisfaction. Altruism and civil virtue also contributed to a prediction of job satisfaction. The results of this study are helpful in many ways since they will, firstly, add empirically to the body of the research knowledge about the relationship of the dimensions of OCB and JS. Secondly, the research also serves as a “test” for the proposed model for this study. The 21.3 % success of the model showed that there was only some substantive contribution toward job satisfaction through altruism and civil virtue. These findings need to be explored further using different samples to establish consistency and/or probe inconsistencies. One limitation of the study was that it did not explore other plausible factors of job satisfaction—such as organizational justice, equity, and/or organizational commitment—so a subsequent study is recommended to probe that deficit. As a result, this research study was only a mini-step in exploring possible correlations and testing the proposed model.

Research Question One

The relationship between the factors of OCB and JS of university teachers in Lahore was found to be moderately positively significant in terms of altruism, courtesy, conscientiousness, and civil virtue in terms of job satisfaction. This means that these four factors have a positive relationship with job satisfaction. These results are consistent with those of Lee and Alan (2002), Zeinabadi (2010), and Intaraprasong and colleagues (2012). Educational organizations should work on promoting a sense of OCB in their institutions to enhance the job satisfaction of their teachers. A further extension of this question was to test the proposed model of this study which was developed by taking altruism, courtesy, sportsmanship, conscientiousness, and civil virtue as independent variables and job satisfaction as a dependent variable. The model predicted 21.3 % job satisfaction, where the only significantly contributing factors were altruism and civil virtue. A number of other researchers found similarities within their own studies. Walz and Niehoff (1996) for example, found that civil virtue enhances the JS of employees. In their respective works, both Wu (2001) and Yorges (1999) determined that altruism leads to satisfaction and work autonomy of employees. Bukhari et al. (2009) also proposed that three out of the five factors of OCB correlate and contribute toward job satisfaction; these three factors were altruism, conscientiousness, and civil virtue.

Within this research, the other three factors (conscientiousness, courtesy, and sportsmanship) of OCB were found not to be significantly contributing to the prediction of job satisfaction. Thus, the need for additional exploration of the causes of these lower levels of the three factors should be examined in a subsequent study. Moreover, this study has limitations in studying the dynamics of these variables in detail. In sum, the answer to the first research question is that there is moderately significantly positive relationship between altruism, conscientiousness, courtesy, and civil virtue with job satisfaction, and that job satisfaction might only be predicted significantly by altruism and civil virtue.

Research Question Two.

The results of the study revealed that there were significant influences of demographic variables on the OCB and JS of the teachers. Gender had a significant influence on sportsmanship. The results showed that male teachers showed more sportsmanship than the female teachers. Regarding civil virtue, there was a significant influence as married teachers reported more civil virtue than single teachers. This could be because the married persons usually have more responsibility than single persons; however, further studies may find otherwise. Regarding the effect of the university type on the OCB, a significant influence on altruism, courtesy, sportsmanship, and civil virtue was observed among the university teachers. The public sector teachers reported more altruism compared to the private sector teachers. With the courtesy factor, the public university teachers also reported higher levels than the private university teachers.

Sportsmanship is reported more in the private sector compared to the public sector. This could be possibly because political affiliations exist in the public universities. The existence of academic staff associations, syndicates, and other political associations could explain how teachers of the public sector are more into “winning” and “excelling” than the private sector university teachers. Civil virtue was reported at higher levels among public sector teachers than among private university teachers. This could be interpreted as suggesting that teachers of the

public universities were keener in knowing about developments in their institutions. Further research is recommended to explore the plausible causes of the level of reported sportsmanship in public sector universities.

In comparing academic qualifications, highly qualified teachers—those that had more than a bachelor's degree—reported higher levels of sportsmanship than those that only had a bachelor's degree. The influence of different universities was obvious on the OCB of teachers. Altruism and courtesy were reported at higher levels by the teachers of Lahore College for Women University (LCWU) in comparison to the teachers of the University of the Central Punjab (UCP). This could be because LCWU is a public sector university and it was seen that public sector universities showed more altruism. Superior University (SU) showed more sportsmanship contrasted with Government College University (GCU), Punjab University (PU), and University of Management & Technology (UMT). This may be due to the competition level and the level of free and fair opportunities available at Superior University compared to the other universities.

University type (public versus private) significantly affected the JS of the university teachers. The public university teachers reported higher job satisfaction than private university teachers. This is likely because of job security, perks and privileges (such as medical allowances, house allocations for a few and hostels or alternate kinds of accommodation for others, reimbursement of telephone bills, no formal accountability, etc.), having a permanent job, and other facilities offered to the public sector teachers. Teachers in private sector universities do not get these added benefits. Likewise, designation had an effect on job satisfaction. Professors had higher levels of JS than associate professors. These findings are consistent with those of Iqbal (2011) and Mahmood (2011).

Years of experience in the academic workplace also affected the job satisfaction of university teachers. Those with more than 25 years of teaching experience reported higher levels of job satisfaction than teachers with 21-25 years of work experience. These results are akin to those reported by Farooqui (2012). In brief, the answer to the second research question is that demographic variables affect the level of OCB and JS of university teachers.

Research Question Three

Significant differences were observed in the levels of OCB and JS of public compared to those of private university teachers. The public university teachers indicated higher levels of altruism, courtesy, and civil virtue. In contrast, private sector university teachers reported higher levels of sportsmanship contrasted with their public sector counterparts. Overall, the JS of the public sector universities was higher than that of those working in private universities. To conclude, the answer to the third research question is that there are significant differences in the levels of OCB and JS between the public and private university teachers.

Recommendations

On the basis of the findings and conclusions of this study, we make three recommendations. First, the conceptual model of this study showed significant positive contributions of altruism and civil virtue toward job satisfaction. However, three other factors—conscientiousness, courtesy, and sportsmanship—did not significantly contribute to the model. There is a need to further explore how and in what ways these factors correlate with job satisfaction.

Second, the results showed significant difference in organizational citizenship. In particular,

this was noted in the demographic categories of job type, academic qualifications, institution name, gender, and marital status. Therefore, these demographic variables ought to be given more consideration within the training modules of university teachers.

Third and finally, the findings revealed that experience, designation, and job type are significant factors in determining the levels of job satisfaction among university teachers. For this reason, these demographic variables must be explored by university administrations when evaluating the teaching staff at their institutions. Likewise, separate studies should be conducted by researchers to evaluate the consistency of the correlations related to these demographics.

This research study shed light on the five dimensions of organizational citizenship behavior and their relationship to job satisfaction for Pakistani university teachers. The 21.3% contribution of altruism and civil virtue toward job satisfaction of teachers can be validated with further studies on different samples. The job satisfaction levels for participants in this study were significantly more for the public sector university teachers versus private sector university teachers. In Pakistan, the public sector jobs offer permanent positions and many fringe benefits. While for those working in the private sector, there is no job security, more pressure to meet targets and/or results, rigorous competition, and long working hours which may lead to stress and in turn lesser job satisfaction. This however might not be the case in other parts of the region. Consequently, there is a need to study the job satisfaction levels of university teachers in other universities of Pakistan as well as those in other countries.

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