

The Contribution of Organisational Citizenship Behavior on Students' Study Groups Achievement at the Tertiary Level, A case of University for Development Studies (UDS)

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ABSTRACT

Organisational Citizenship behavior (OCB) is an organizational construct that have been measured in various ways in research works and have been empirically found to enhance individual and group performance in non-educational organizations. The aim of this research was to test OCB in the educational organization setting using student learning groups to assess the contribution of OCB on students' group achievement. By employing the experimental design, two groups (controlled group and non-controlled group) were used to measure the effect of OCB intervention on students' group achievement. The results showed that there was significant association between OCB and students' academic achievement however there was no significant difference between students previous and current achievement for both groups, even after the intervention. It was recommended that future studies should extend the experimental period since it takes longer time for some people; by nature; to adjust to new behaviors.

INTRODUCTION

Helping behaviors are exhibited by employees within organizations and they are usually defined as voluntary and discretionary behaviors that contribute to an organization's effectiveness and efficiency but typically are not included in traditional definitions of job performance (Organ & Konovsky, 1989). Within the organizational context, these behaviors are generally referred to as organizational citizenship behavior (OCB) (Bateman & Organ, 1983; Organ & Ryan, 1995). Some of these behaviors that go beyond formal duties and responsibilities are; assisting co-workers or superiors, willingness to compromise inconvenience at workplace, complying with organisational rules, policies and procedures and actively involving in the organisational development to enhance organizational success. A good citizen is therefore an employee who offers support to the organisation, even when such support is not in words or orally demanded (Moorman and Blakely, 1995).

It must be emphasized that the effect of organisational citizenship behavior on performance has been assessed both at the organization and the individual levels (Podsakoff, Ahearne, & MacKenzie, 1997; Podsakoff & MacKenzie, 1994; Walz & Niehoff, 1996). Most of these studies have examined this link and the results to date show that organizational citizenship behavior is positively related to both the quality and quantity of organizational performance (Podsakoff et al., 2000). Interestingly, close to two hundred studies done between 1983 and 1999 examined citizenship behaviors (Podsakoff et al., 2000). It is therefore obvious that the relationships between organizational citizenship and several variables have been examined in various studies.

However, adaptation of organizational citizenship behaviors to schools has not been rigorously investigated. Khalid et al (2010) posited that though there exist substantial evidence in terms of empirical studies exploring the antecedents and consequences of organisational citizenship behaviors, there is paucity of research examining the outcomes of citizenship behaviors in educational organizations. In most studies conducted, organizational citizenship in schools has been viewed as different from that of other organizations (DiPaola and Hoy, 2005) but schools have characteristics just like the non-school functioned organisations. Schools are service organizations staffed by professional workers (teachers, tutors and lecturers) who are generally committed to doing what is best for their students. The client (students in the case of schools) is the prime beneficiary of the organization. Thus, in service organizations like schools, both the professional workers and the organization are committed to what is in the best interests of the client. Therefore the belief of this research is that if OCB factors influence quality and performance in non-organisations, then it must influence schools variables (if not all) too.

Putting students in groups as teaching/learning method is a common strategy adapted by most universities lecturers (university for development studies in this case) because of the large students' numbers in the business faculty. This teaching and learning method adapted by lecturers in this faculty is supported by educational theory. According to Jacques (1991), teaching and learning in small groups has a valuable part to play in the all-round education of students. It allows students to negotiate meanings, to express themselves in the language of the subject and to establish more intimate contact with members than formal methods permit. Contrary to

Jacques view was Gunn (2007) which says; in reality the experience of some small group learning environments does not always live up to such patronizing ideals. With this view of Gunn, this research hold the notion that using the group learning strategy will improve students' achievement only when group members show some committing behaviors (citizenship behaviors). This research therefore proposes that when students are introduced to citizenship behaviors in their groups, it can help achieve the proposed ideals of Jacques theory and also enhance students' achievement as whole. The aim of this paper test the effect of students' group learning strategy on students' achievement and whether OCB dimensions can help students groups improve their learning achievement. The paper therefore answers the questions; Is there an association between student group citizenship behavior and students' academic achievement? Is there a difference in students' academic achievement between the controlled groups and the non-controlled groups? Will citizenship behavior (OCB) improve the academic achievement of the controlled group significantly?

In order answer the above questions, the experimental research design has been employed for this study. Two set of student groupings are used and they are termed: controlled group and uncontrolled group. The controlled groups are those students who have been introduced to the citizenship behaviors and expected to exhibit them in their learning groups while the uncontrolled groups are those students who go about their group activities the way they think is appropriate. The overall result was that there was significant association between students' achievement and OCB. However, further test revealed that OCB does not bring about significant changes in students' academic performance. The next sections of this paper will flow as follows: review of literature, research design and test of hypotheses, findings and interpretation of empirical results and summary of main conclusion.

LITERATURE REVIEW

Theoretical Framework

In an attempt to define organizational citizenship behavior, Organ (1988) highlights five specific categories of discretionary behavior and explains how each helps to improve efficiency in the organization. Although there has been a lack of agreement as to the level of dimensions of citizenship behaviors in an organisation, the most widely used is what Organ (1988) proposed. Podsakoff et al. (2000), for instance, showed that there were 30 potentially different forms that comprise citizenship behaviors. In this research, however, the five dimensions of Organ will be adapted as the theoretical framework for organisational citizenship behavior constructs.

Altruism

Altruism is voluntary behavior that includes helping new colleagues and freely giving time to others concerning an organizational task or a problem. It refers to taking time out of one's own schedule to give assistance to someone who needs it. According to DiPaola and Hoy (2005) altruism is typically directed toward other individuals, but contributes to group efficiency by enhancing individuals' performance. In school, altruism among students may come in the form of helping a fellow student run a software application, format a term paper, study for a test, or complete a homework assignment (Allison et al., 2001).

Conscientiousness

Conscientiousness is sincere devotion to an organization, as well as respect for the rules of the organization beyond the organization's requirements (Organ, 1988). A conscientious person voluntarily takes on extra responsibilities, is punctual, places importance on detail and quality of tasks, and generally goes beyond the normal call of duty. It was argued by Yilmaz and Tasdan (2009) that conscientiousness was a construct that is common in educational institutions and, especially, schools. Some examples Yilmaz and Tasdan (2009) gave were that some teachers teach their students on week days after work and at weekends without being paid; some teachers voluntarily help with administrative affairs at schools although such a task is not part of their job specification. Conscientious students are expected to attend class and group studies regularly and punctually, work on assignments as soon as they are given, and be willing to take on additional class work to enhance class learning. Conscientiousness enhances the efficiency of both an individual and the group (DiPaola and Hoy, 2005). This stated examples (by Yilmaz and Tasdan, 2009; DiPaola and Hoy, 2005) are not different from what happens at the university levels as well.

Sportsmanship

Sportsmanship means not complaining in case of problems. Sportsmanship involves the willingness to tolerate the inevitable inconveniences and impositions of work without complaining (Organ, 1990). This involves not making issues out of staples even though those issues may be bothersome or irritating but are of little consequence in the broader scheme of things (Allison et al., 2001). In school, this is a common issue among

students and likely happens in students group studies. A student may be heckled when he/she tries to provide an answer or make a contribution but land on a wrong node. According to Yilmaz and Tasdan (2009), positive thinking by group members and their efforts improve their students' academic achievement. Also members with good sports maintain a positive mindset and abstain from exhibiting bad feelings when their suggestions are rejected or when they are made to endure minor inconveniences imposed by others. A student who engages in high levels of sportsmanship might refrain from complain about fellow students who do not fully contribute to team projects (Allison et al., 2001).

Courtesy

Courtesy involves engaging in actions that help prevent work-related problems with others from occurring (Podsakoff and MacKenzie, 1994), performing thoughtful or considerate gestures toward others before taking action that would affect their work (Organ, 1990). Courteous acts include advance notices, reminders, and communicating appropriate information to members so that members would not be caught by surprise when events fail to unfold the way they expected. Students may display courtesy by notifying fellow students when they will not be able to attend a particular lecture, study session, or team meeting, or by informing team members before making drastic changes to portions of a team assignment for which they are responsible. Courtesy helps prevent problems and facilitates constructive use of time (DiPaola and Hoy, 2005).

Civic virtue

Civic virtue means having a thorough knowledge of things happening in the organization with, for example, certain interest in new developments, work methods and company policies and self-improvement efforts (Podsakoff et al., 1993). This passionate commitment to the organization, according to Allison et al., (2001), includes attending meetings or functions that are optional or voluntary in nature, seeking ways to improve the way the company operates, or monitoring the firm's environment for opportunities or threats. A student may show civic virtue by supporting university-related functions or participating in and/or helping to organize extracurricular activities. Students identifying group problems and providing the needed serves to promote group interest are some of the civic virtue that can enhance students' group achievement. The five dimensions of OCB discussed were impacted as group learning strategy that can enhance students' achievement.

Organisational Citizenship Behaviors, the School and Students Achievement

Smith et al. (1983), the brain behind the notion of organizational citizenship behavior (OCB) defined OCB as discretionary behavior that goes beyond one's official role and is intended to help other people in the organization or to show conscientiousness and support toward an organization. In their first conceptualization of organizational citizenship (Smith et al., 1983), behaviors were identified as "altruism" and "generalized compliance". In later studies, Organ, (1988) proposed a definition for the same concept: Individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and in aggregate promotes the effective functioning of the organization. By this definition, Organ, (1988) expanded the concept to five categories which is presently refer to as the five dimensions of organizational citizenship behavior.

According to Allison et al. (2001), early OCB research works concentrated on determining the antecedents of OCB, whereas attempts to determine its consequences have been more recent. The impact of OCB on individual-level performance outcomes has been investigated across a number of sample types. In particular, OCB has been shown empirically to have a positive impact on the subjective evaluations of management trainees (Allen & Rush, 1998), military personnel (Borman, White, and Dorsey, 1995; Van Scotter and Motowidlo, 1996), and blue-collar workers (Lowery and Krilowicz, 1994). OCB also has been found to have a positive influence on the performance evaluations of sales personnel (MacKenzie et al., 1991, 1993; MacKenzie et al., 1999; Podsakoff and MacKenzie, 1994)

Although research works on organizational citizenship behavior has produced some intriguing insights in a variety of organizational settings (Organ, 1988; Organ & Ryan, 1995), it has been neglected in the study of schools (DiPaola and Hoy, 2005). According to Oplatka (2006) the number of research papers on organizational citizenship in schools is only ten worldwide. In the study by DiPaola and Tschannen-Moran (2001), the first authors to examine organizational citizenship behavior in the field of education, Organ's organizational citizenship concept (Organ, 1988; Organ and Ryan, 1995) was adapted to public schools (DiPaola and Hoy, 2005). Schools are service organizations staffed by members who are generally committed to exhibiting citizenship behavior. In schools with faculties, teachers (lectures) exert extra effort and are willing to try innovative approaches; administrators are able to devote more resources and energy to teaching-related issues rather than routine management and monitoring; teachers, administrators and students are more likely to engage in cooperative activities like helping colleagues and promoting behavior that is good for the collective

development and socialization of the faculty (DiPaola and Hoy, 2005). In addition to these general positive outcomes of organizational citizenship behaviors, such behavior can also have more direct influences on student learning. Faculty citizenship behavior should promote more responsibility, persistence, and resilience in teaching; all of which should lead to higher student performance (Bandura, 1997).

Some of the few authors who have examined OCB in the field of education are reviewed as follows. Allison et al., (2001) in their study found interesting relationship between OCB and students' achievement. They assessed the association between OCB and academic performance, with student productivity and GPA serving as the dependent variables respectively. Their results depicted that organizational citizenship behavior was associated significantly and positively with both student productivity and GPA. Thus, just as in the results for the non-educational organization, OCB and performance were found to be related in an academic setting as well. However disaggregating the OCB construct into its five dimensions, their analysis indicated that only sportsmanship, conscientiousness and civic virtue of the five dimensions were found to be significantly associated with students' achievement (GPA).

DiPaola and Hoy, (2005) also found a support for their hypothesis relating organizational citizenship of faculty and students' achievement. A significant and positive correlation was found between organizational citizenship behavior of the faculty of a school and the student achievement of the schools for both reading and mathematics. An indication that the greater the amount of faculty organizational citizenship behavior, the higher the level of student achievement. Yilmaz and Tasdan, (2009) in their study assessed whether there were significant differences between teachers' perceptions of organizational citizenship behaviors according to gender, seniority and field of study. Their results found no significant differences primary school teachers' organizational citizenship perceptions in terms of gender as well as primary school teachers' organizational citizenship perceptions according to their field of study. Organizational citizenship behavior as a predictor of student academic achievement is one of the educational studies done by Khalid et al., (2010). These authors found the measure of student's academic achievement to be significantly correlated with OCB. More importantly, this variable (academic achievement) is significantly correlated with the five dimensions of OCB.

These findings are directly opposite to Allison et al., (2001) where only sportsmanship, conscientiousness and civic virtue were significantly related to OCB. This contradiction makes this research work a valuable and a third tool to break the tie of empirical conflict between the two findings. Also while previous studies (e.g., DiPaola & Hoy, 2005; Allison et al., 2001) found a similar direct relationship between OCB as a whole and student academic achievement, the result Khalid et al., (2010) study go beyond these important findings by providing some moderated relationships between lecturers' conscientiousness and students' academic achievement. The literature reviewed so far is an evidence to show that organizational citizenship behavior can have positive consequences on school and students' performance. According to Allison et al., (2001), these findings on OCB should encourage business educators to familiarize themselves with OCB and also introduce their students to the benefits of engaging in OCB, and encourage their students to do so.

METHODOLOGY

The experimental design was employed for the study. Two groups described as controlled group and non-controlled group were used for the experiment. The controlled groups were those student groups who were introduced to the OCB concept and expected to exhibit those behaviors in their groups. These groups were observed for some time and later measured certain levels of behaviors (OCB) against their current achievement. The non-controlled groups consisted of those groups who were not guided and still hold on to their old group practices and behaviors. With these two broad groups, the research tested the following hypotheses;

H_A: students' group citizenship behavior is associated with students' academic achievement.

This hypothesis is formulated based on the strength that some research works have already shown that organisational citizenship behaviors are positively related to organisational outcomes and group level performance in different forms of organisations. (George and Bettenhausen, 1990; Podsakoff and Mackenzie, 1994). The hypothesis is tested in two ways. Taking the group OCB as a whole and measured against students' achievement and further test for each of the five dimensions on achievement. Although we believe and understand that certain factors contribute to student GPA; we believe the general learning environment within which a student learns (group studies in UDS, in this case) will influence GPA greatly. Therefore, students GPA have been used as proxy for student achievement.

The next two hypotheses will be tested to give further empirical evidence as to the extent to which organisational citizenship behaviors improve students' achievement.

H_A : There is a significant difference in students' academic achievement between controlled group and the non-controlled group

H_A : There is significant difference between students' previous achievement (before intervention) and current achievement (after intervention) of the controlled group

The survey method was adopted for the data collection in this study. The survey method was used because it portrays an accurate profile of persons, events and situations (Robson, 2002). The aim of a survey is to obtain information which can be analysed and patterns extracted and comparisons made (Bell, 2004). This was exactly the purpose of this study. The study used undergraduate student groups from University for Development Studies (UDS), Wa campus. The Wa campus has four faculties. For convenience, the faculty of business studies (school of business) was used for the studies. The random sampling method was used to select one of the department from which the controlled groups were drawn. The non-controlled groups were drawn from the remaining departments. Systematic random sampling method was used to select fifteen (15) groups to represent the controlled group and the stratified random sampling was used to select fifteen (15) groups from the other (remaining) department. All these sampling techniques are classified under probability sampling techniques which are suitable for a research design such as this one. In all, 162 students participated under the controlled group and 118 students under the non-controlled group making a sum total of 280 participants.

Data Instrument and Analysis

The data collection instrument that was engaged in this study was questionnaire. Specifically the close-ended questionnaire was used for the study. OCB and its five dimensions were assessed from scales developed by Podsakoff and MacKenzie (1994) and Allison et al., (2001). The wordings of these adapted scale items were modified to accommodate the context of this present study. Overall, there was 17 items measuring the five dimensions of the OCB concept and all items were rated on five-point Likert scales ranging from strongly disagree (1) to strongly agree (5).

RESULTS

Descriptive statistics test has been conducted alongside some inferential tests to enable this research to conclude on its stated hypothesis. Students were assessed on the five dimensions of the OCB which forms the independent variables in the analysis. The mean of the independent variables were Altruism = 12.6, Courtesy = 15.3, Citizenship = 10.4, Sportmanship = 10.2 and Conscientiousness = 16.3, an indication that major of the participants disagreed to exhibiting citizenship behaviors like Altruism, citizenship and sportmanship in the groups. This is because the mean scores for these variables are below the research scale mean score of 15. The standard deviations of all the independent variables indicates a wide spread of participants choice out of the 5 points likert scale. This is because all the independent variables have a standard deviation which is greater than 2 ($\delta > 2$). However the dependent variable, student GPA, depicts a high average for participants (3.18) which is greater than school average of 2.5 with a standard deviation of 0.60. These results are seen in Table 1 below.

Table 1: Descriptive Statistics of Participant

	Mean	Std. Deviation	N
Current student gpa	3.1795	0.60128	162
Altruism	12.5679	1.83098	162
Courtesy	15.2716	2.77975	162
Citizenship	10.3765	2.39050	162
Sportmanship	10.2346	2.57928	162
Conscientiousness	16.2654	2.24243	162

Table 2 reports how each of the independent variables correlate with the dependent variable and the level of significance. From the table it is obvious that only two of the variables; sportmanship ($r = 0.236$, $p = 0.001 < 0.05$) and conscientiousness ($r = 0.216$, $p = 0.003 < 0.05$) are found to be significant. The remaining three

variables Altruism ($r = 0.052$, $p = 0.256 > 0.05$), courtesy ($r = 0.086$, $p = 0.138 > 0.05$) and citizenship ($r = 0.062$, $p = 0.217 > 0.05$) are not significant at 5% level.

Table 2: Correlation Coefficient between independent variables and Students gpa

	Student GPA (r)	Significance
Altruism	0.052	0.256
Courtesy	0.086	0.138
Citizenship	0.062	0.217
Sportmanship	-0.236	0.001
Conscientiousness	0.216	0.003

The regression summary model reported $R^2 = 0.114$ indicating that the variability of the dependent variable (GPA) is explained by the independent variables and is about 11.4%. This is statistically significant at 5% significant level ($F = 4.005$, $P = 0.002 < 0.05$). The table also concludes that the regression test is statistically significant. Table 3 below reports both the model summary and ANOVA result.

Table 3: Regression summary and Anova Result

R	R Square	Adjusted R Square	F	Significance
0.377	0.114	0.085	4.005	0.002

Table 4: Regression Model Result

	Coefficient	t	Significance
Constant	2.480	4.908	0.000
Altruism	0.023	0.915	0.361
Courtesy	0.002	0.108	0.914
Citizenship	0.003	0.152	0.879
Sportmanship	-0.060	-3.319	0.001
Conscientiousness	0.059	2.861	0.005

From the regression coefficient table 4 above, the coefficient of Altruism = 0.023, Courtesy = 0.002 and Citizenship = 0.003 are all not statistically significant at ($t = 0.915$, $P = 0.36 < 0.05$), ($t = 0.108$, $P=0.914 < 0.005$) and ($t = 1.152$, $P = 0.879 < 0.05$) respectively. The coefficient of Sportmanship = -0.060 and Conscientiousness = 0.059 are however statistically significant ($t = -3.319$, $P = 0.001 < 0.05$) and ($t = 2.861$, $P = 0.005 < 0.05$) respectively.

In order to measure the effect of OCB on students' performance, a tool of a test of differences in means was employed to verify whether the differences in the means of student previous GPA and that of current GPA are significant (controlled group). The test was also to verify whether the non-controlled group, without the OCB, would achieve significant difference in GPA. The results of these samples test for the two groups are shown in the tables below.

Table 5 Shows a mean of 3.3997 (N = 118) and 3.4028 (N = 118) for previous and current GPA respectively for the non-controlled group with standard deviation of 0.57 and 0.52 respectively too.

Table 5: Descriptive statistics of Participant

		Mean	N	Std. Deviation
Pair 1	Previous gpa for the non-control group	3.3997	118	0.57149
	Current gpa for the non-control group	3.4028	118	0.52291
Pair 2	Previous student gpa	3.1958	162	0.65294
	Current student gpa	3.1795	162	0.60128

This is an indication that individual students GPA in the non-controlled groups had small variances and did not change much in terms of performance. In this same table shows the means and standard deviation of the controlled grouped. Students previous and current mean GPAs (pair 2) are 3.1958 (N = 162) and 3.1795 (N = 162) with standard deviations of 0.65 and 0.60 respectively.

Table 6 indicated a strong positive correlation between paired variables and a higher significant value ($r = 0.98$, $p < 0.001$) and ($r = 0.97$, $p < 0.001$) for the two paired analysis. Meaning students previous and current GPAs have strong association for both the controlled group and the non-controlled group. Therefore a measure between their mean differences makes statistical sense.

Table 6: Paired Samples Correlations between groups

		N	Correlation	Sig.
Pair 1	Previous and current gpa of non-control group	118	0.977	0.000
Pair 2	Previous and current gpa of controlled group	162	0.972	0.000

Table 7 which is the summary report of the paired test indicated a mean of 0.0305 and 0.01630 for both test with standard deviation of 0.13 and 0.89 respectively. The results show that both paired test are not statistically significant at ($t = 0.262$, $p = 0.794 > 0.05$) and ($t = 1.315$, $p = 0.190 > 0.05$) for non-controlled and controlled group respectively. It implies that though there are differences in previous GPA and that of the current GPA for groups, the differences are not distinct enough to make statistical conclusions. However the t-value indicated a relatively wider difference in mean for the controlled group than the non-controlled group.

Table 7: Paired Samples Test Between Groups

		Mean	Std. Deviation	t	df	Sig. (2-tailed)
Pair 1	Previous and current gpa of non-control group	-.00305	0.12661	-0.262	117	0.794
Pair 2	Previous and current gpa of controlled group	.01630	0.15771	1.315	161	0.190

Discussion and Conclusion

From the results of the inferential statistics above, the regression model was found to be statistically significant even though the correlation matrix depicted that only two of the five OCB dimensions significantly correlate with students GPA. This result is consistent with Allison et al., (2001) who found significant association between students' achievement (GPA) and OCB dimensions collectively and also found only sportsmanship, conscientiousness and civic virtue of the dimensions to be correlatively significant with students GPA. However the correlation results of Khalid et al., (2010) were different in the case. They found the measure of student's academic achievement to be significantly correlated with all five dimensions of OCB.

Even though the regression model depicted that OCB variables are significant, taken together, the paired test concludes that the differences in mean for previous and current GPA scores of participants are not statistically significant. Although, both paired test were not found to be significant for both controlled and uncontrolled group, the level of significance for the controlled group (0.190) is by relative far closer to p-value (0.05) than non-controlled group (0.794), an indication that there were much wider differences in students GPA scores of the controlled groups than the non-controlled groups. This paired test result is not surprising because majority of participants in the controlled group had disagreed not exhibiting Altruism, Citizenship and Sportmanship behaviors (Table 1) even though they have been introduced to these citizenship behaviors. Probably it is because some people take time to adapt to new behaviors.

The overall result is that there is significant association between students' achievement and OCB. However, OCB does not bring about significant changes in students' academic performance. This result is not consistent with (George and Bettrnhausen, 1990, MacKenzie et al., 1991, 1993; MacKenzie et al., 1999; Podsakoff and MacKenzie, 1994 and Allen & Rush, 1998) who have all indicated that OCB have had an improved performance of organizational groups. The findings of these authors are different from this research result probably because their research works samples were extracted from non- educational environments.

The paired test for the controlled group was not statistically significant probably because the samples period for the experiment was too short for some students to adapt to new behaviors. Some people, by nature, take time to adjust to new behaviors and four month experimental period might be too short for some students in the controlled group to adjust to the OCB intervention which expected to bring about a significant change in their academic achievement. Future research can consider an extension of the experimental period beyond what was used in this research and also put in place strong controls that will prevent student's friends to meet within the experimental period. This was another challenge faced in his research.

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