



## MANAGEMENT TEACHERS' ORGANISATIONAL CITEZENSHIP BEHAVIOUR: THE IMPACT OF COMPETENCIES

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### ABSTRACT

*The purpose of this paper is to establish the relevant competencies possessed by Management teachers and the relationship between those competencies and the exhibited Organizational Citizenship Behavior. The study was carried out in three phases. Phase one was qualitative using interview method. From this interview competencies and key result areas were determined. Phase two was qualitative where in the questionnaire was developed using the competencies and key result areas. In phase three questionnaires on Organizational Citizenship Behavior was designed. The final questionnaire was administered to 100 management teachers. The objectives of the study were to identify the competencies of management teachers, which facilitates them to perform their job better, to determine the OCB level of management teachers, Impact of experience, qualification, gender, and external opportunities available for them and to understand the relationship between competencies and OCB. The research implications are Competency-based recruitment, selection process and Training and Developmental plans.*

**KEYWORDS :** Competencies, Altruism, Conscientiousness, Civic Virtue, Sportsmanship Behavior, Organisational Citizenship Behavior

### Introduction

The aim of the study is to establish what constitutes Management teachers competencies for imparting the required knowledge and skill to the students and the discretionary and extra role behavior those management teachers exhibit at work.

Changes in the labor market and employment relations greatly influence people's attitudes and behaviors. According to Rynes and Gerhart (2000) those changes in the labor market include: increases in temporary and part-time employment; growing inequality of earnings among members of the organisation; increased substitution of technology for workers; globalization; transportability of workers across international boundaries. This has been further aggravated by the increased competition for the best employees; reduced employee loyalty; enhanced employee pay information and increased variability in pay practices across employers. Colleges are faced with the challenge of attracting and retaining competent management teachers. For instance, when employees believe or feel that their boss, or their firm, has broken or breached their expectations about work and career opportunities, they feel less committed to the organisation and job satisfaction sometimes falls too. When this occurs performance dips. According to Williams et al. (2002), employees are concerned with both the fairness of the outcomes that they receive and the fairness of treatment within the organisation.

**Organizational Citizenship Behavior (OCB)** has been studied since the late 1970s. Over the past three decades, interest in these behaviors has increased substantially. Organizational behavior has been linked to overall organizational effectiveness, thus these types of employee behaviors have important consequences in the workplace. (Dennis Organ is generally considered the father of OCB. Organ expanded upon Katz's (1964) original work). Organ (1988) defines OCB as "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" (p. 4). Organ's definition of OCB includes three critical aspects that are central to this construct. First, OCBs are thought of as discretionary behaviors, which are not part of the job description, and are performed by the employee as a result of personal choice. Second, OCBs go above and beyond that which is an enforceable requirement of the job description.

### Conceptualizing and Evaluating OCB:

Currently, the most popular dimensions used to measure OCB are found in the 5 factor model (Organ, 1988): Altruism: being helpful, Courtesy: being polite and courteous; prevent conflict, Conscientiousness: doing more than just the minimum; attention to detail (prevent/minimise error), Civic Virtue: showing interest and involvement (e.g.

keeping up to date) with the organisation; defend organisational policies and practices, Sportsmanship: tolerating less-than-ideal conditions; accepting of changes and performs requests without complaints

### Competencies:

Hogg (1993) defined competency as 'competencies are the characteristics of a manager that lead to the demonstration of skills and abilities, which result in effective performance within an occupational area. Competency also embodies the capacity to transfer skills and abilities from one area to another. Competencies are the characteristics of a manager. This means that the performance of a person with competency must be significantly better than that of a person without it. Competency thus refers to behaviour, differentiating success from merely doing the job. Competency also embodies the capacity to transfer skills and abilities from one area to another. A sales person may be able to deliver his sales pitch flawlessly but may be tongue-tied elsewhere. He lacks the competency of communication. Thus competencies cannot be restricted to a single job alone but the person must be able to carry them along. This dispels the need to differentiate between generic and functional competencies since this part of the definition excludes functional competence, which is associated with a particular job.

### Research Methodology

The study was carried out in three phases. Phase one was qualitative using interview method. From this interview competencies and key result areas were determined. Phase two was qualitative where in the questionnaire was developed using the competencies and key result areas. In phase three questionnaires on Organizational Citizenship Behavior was designed. The final questionnaire was administered to 100 BBA and MBA management teachers

### Research Title

Impact Of Competencies On Organizational Citizenship Behavior – A Case Study Of Private Management teachers College Management Teachers Of Hubli Dharwad.

### Research Objectives

- To identify the competencies of management teachers, which facilitates them to perform their job better
- To determine the OCB level of management teachers
- Impact of experience, qualification, gender, and external opportunities available for them
- To understand the relationship between competencies and OCB

**Research Question** - Do the management course management teachers possess the relevant competencies for effective delivery at work?

**Hypothesis** – There is no significant relationship between management course management teacher’s competencies and Organistaional Citizenship Behavior.

**Research Approach** - Exploratory Research

**Sample Size** - 100 management teachers of Hubli Dharwad.

**Sample Unit** - Management teachers

**Sampling Method** - Stratified Convenience Sampling

**Procedure**

The following steps occurred during the data collection procedure. The researcher had a focused group discussion to document the Key Result Areas (KRAs)of management teachers to deliver the classes effectively. Further the competencies were identified to exhibit the designed KRAs. Questionnaire was designed for measuring the Competencies and OCB level of management teachers. The Cronbachs Alpha for the questionnaire administered was 0.905, which shows the reliability of the questionnaire.

**Data Analysis**

**Objective 1.** To identify the competencies of management teachers

**Table 1 about here**

	Strongly Agree	Strongly Disagree
<b>KRA1 – Imparting knowledge and skill to students in line with designed course outline.</b>		
Present and show confidence in subject area	100%	0%
Prepare teaching and study guides for students	98%	2%
Encourage and facilitate student learning of modern concepts and practices	100%	0%
Communicate effectively with students	99%	1%
Attend to students occasional needs	99%	1%
Prepare scheme of work and lesson plans	98%	2%
Demonstrate and conduct workshop work	99%	1%
Identify and select appropriate teaching and learning resources/materials	98%	2%
Carry out industrial/field visit	95%	5%
<b>KRA 2 – Assessing and evaluating student’s performance</b>	<b>Strongly Agree</b>	<b>Strongly Disagree</b>
Formulate and develop the marking guide, ratings and grades	98%	2%
Evaluate student performance	99%	1%
Record and maintain progressive record of student performance	99%	1%
Provide clear workshop	97%	3%
Set, invigilate and mark examinations every semester	96%	4%
Compute the cumulative grade point average of the examination results	92%	8%
<b>KRA 3- Reviewing and Updating programs and course content</b>	<b>Strongly Agree</b>	<b>Strongly Disagree</b>
Design, plan organize and implement programs and courses	97%	3%
Ensure that all resources, including space, lecturers and technology are used efficiently	100%	0%
Innovative in terms of market driven programs to keep ad attract students	100%	0%
Maintain quality and high standards of the program and courses	98%	2%
Participation in decision making and teamwork	98%	2%
Initiate and manage change	97%	3%
<b>KRA 4 – Designing and implementing curriculum in line with educational trends</b>	<b>Strongly Agree</b>	<b>Strongly Disagree</b>
Determine,organise and implement the curriculum	97%	3%
Create and maintain an environment and code of behavior that promotes and secures good teaching, effective learning and high standard of achievement	98%	2%
Manage and organize resources effectively to meet the needs of the curriculum	96%	4%
Set the objectives of the curriculum and courses	97%	3%
Determine the teaching loads	95%	5%
Develop assessment tools	93%	7%
Communicate about curriculum to staff and students	97%	3%
<b>KRA 5 – Planning, organizing and supervising projects and students on industrial training in line with departmental training objectives</b>	<b>Strongly Agree</b>	<b>Strongly Disagree</b>
Develop and supervise students’ project	97%	3%
Test,mark and score the projects	98%	2%

Place students for industrial training	92%	8%
Create and promote good public relationships with industrialists/employers	94%	6%
Counsel and guide students	99%	1%
Assess and evaluate projects and industrial training	98%	2%
KRA 6 – Setting, administering, and marking assignments, tests, every semester in line with University rules and regulations	Strongly Agree	Strongly Disagree
Plan and analyze assignments and test items	97%	3%
Formulate and develop the marking guide and score ad score the assignments ,test and workshop and laboratory exercises	98%	2%
Prepare a scheme of work	97%	3%
Write standard of test items	94%	6%
Prepare and provide clear instructions for assignments, tests and workshop and laboratory exercises	100%	0%
Invigilate and mark examinations	98%	2%
Compute scores and grade candidates	94%	6%
KRA 7 – In providing career guidance and counseling in academic with management professional's ethics and practice	Strongly Agree	Strongly Disagree
Provide career guidance and counseling	96%	4%
Delegate the guidance and counseling responsibility	92%	8%
Avail space and time for guidance and counseling	98%	2%
Identify and provide all the relevant programs offered by departments	97%	3%
Counsel fellow lecturers who need assistance	92%	8%
Guide students on how to succeed in their career	100%	0%
Invite resourceful persons in the relevant professions to talk to students	99%	1%
Talk to student who exhibit peculiar behavior	98%	2%

## Objective 2 - To determine the OCB level of management teachers

### Objective 2a - Impact of experience, qualification, gender on OCB

Table – 2 about here

Parameter	Conscientiousness		Altruism		Civic Virtue		Gender	Qualifications	Experience
	SA	SD	SA	SD	SA	SD			
Seeks and accepts responsibility at all time	95%	5%					-0.175	.202*	0.106
Performs competently under pressure	92%	8%					-.226*	0.126	0.054
Gets a great deal done within a set of time frame	100%	0%					-0.1	0.073	-0.082
Readily accepts more work	95%	5%					-.211*	0.177	0.082
Could be expected to be in a position to start at the appointed time	97%	3%					-0.084	.231*	0.028
Could be relied on to come every morning	98%	2%					-0.093	0.19	0.127
Could be expected to attend work regularly and punctually	99%	1%					-0.126	0.149	-0.01
Does more work than expected	97%	3%					-0.07	0.161	0.008
Is ready to teach others			99%	1%			-0.062	0.184	-0.13
Does not take days off without asking them			98%	3%			-0.169	0.13	0.064
Outstanding and effective in dealing with employees and students	99%	1%					-0.075	0.191	-0.039
Never deliberately works below, his/her best even without supervision					94%	6%	-0.02	0.153	0.182

Anticipate problems and develop solutions in advance			97%	3%			-0.117	0.111	0.075
Assists superiors, with his/her work	96%	4%					-0.057	0.012	0.152
Helps other who have heavy workload	95%	5%					-.235*	-0.016	-0.066
Is committed to work	99%	1%					-.229*	-0.012	0.055
Is concerned with standards of performance					97%	3%	-0.058	0.04	0.009
Makes innovative suggestions to improve the institutions			96%	4%			-0.106	0.038	0.116
Willing to work extra hours without being rewarded			87%	13%			-0.191	0.164	0.004
Spends a great deal of time in personal conversations					71%	29%	-0.058	0.043	0.057
Give advance notice if unable to come to work			97%	3%			-0.091	-0.064	-0.037
Volunteers to do things not required by the job but necessary for the institutions			98%	2%			0.028	0.12	0.033

Objective 2a - Impact of experience, qualification, gender on OCB

Correlation between Gender, Qualification and Experience on OCB

Gender is negatively correlated with OCB, which implies that there is no impact of gender, on OCB.

Qualification and experience are positively correlated with OCB, which implies that there is an positive impact of qualification and experience on OCB.Higher the qualification more is the OCB exhibited and more the experience higher is the OCB level.

**Objective 3 - To understand the relationship between competencies and OCB**

Pearson's Correlation between Competencies and OCB level shows that there is positive correlation between competencies the management teachers have and the OCB they exhibit

**Hypothesis-** The hypothesis is rejected, and the study says that there is positive correlation between the management teachers competencies and the OCB level they exhibit, which means that higher the competencies, more is the confidence which makes an individual to exhibit initiation, help others, become a sportsman, prevents conflict, does more than just minimum, shows interest and involvement with organization in designing policies and practices and accepts change.

**Findings**

Competencies management teachers possess are present and show confidence in subject area, Encourage and facilitate student learning of modern concepts and practices, Ensure that all resources, including space, lecturers and technology are used efficiently, Innovative in terms of market driven programs to keep ad attract students, Prepare and provide clear instructions for assignments, tests and workshop and laboratory exercises, Guide students on how to succeed in their career.

Competencies that have to be developed are Place students for industrial training, Create and promote good public relationships with industrialists/employers, Delegate the guidance and counseling responsibility, Counsel fellow lecturers who need assistance.

The OCB level under conscientious, as following gets a great deal done within a set of time frame, Could be expected to attend work regularly and punctually, Outstanding and effective in dealing with employees and students, Is committed to work. Altruism, as following Is ready to teach others, Does not take days off without asking them. Civic virtue, as following Is concerned with standards of performance.

Points were OCB is not exhibited are willing to work extra hours without being rewarded, Spends a great deal of time in personal conversations.

Competencies are positively correlated to OCB, so if we want management teachers to exhibit OCB they should develop competencies and enhance their knowledge and upgraded with technology.

**Recommendations**

Some of the ways to improve the competencies and the OCB level are as follows - Regular or weekly in house discussion, Faculty developing program, Encouraging management teachers to attend more workshop, seminars, writing research papers, team development activities, training need analysis to identify the competencies to be developed, appraisal as a tool of development of faculties, vision sharing workshop within college to bring the management by objectives concept and to bring integrity, adding OCB exhibited in KRA of faculties, identification or rewarding who exhibit OCB, involving students and corporate to design course outline and lesson plan., sending faculties to corporate training.

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