

Factors Affecting the Organizational Citizenship Behaviour (OCB) of Sri Lankan School Teachers

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Abstract

Organizational Citizenship Behavior (OCB), especially among public sector School teachers in Sri Lankan context, is a dynamic phenomenon that is being unexplored adequately. Thus, the main purpose of this study is to identify the significant factors affecting on OCB among the state sector advanced leveled school teachers in Sri Lanka. In the light of literature, four independent variables namely supervisor support, teachers’ competencies, internal career orientation and work-family conflicts were identified. The sample was derived from 246 advanced level school teachers from the state sector schools in Galle district. Self-administered questionnaires were used to collect the data. Multiple regression analysis was used to test the hypotheses. As per the key findings of the study, internal career orientation is the most significant factor impacting upon OCB. Further, findings reveal that supervisory support and work-family conflicts significantly explain the OCB among the respondents. These findings would be beneficial to employees, administrators of government schools and policymakers as well.

Keywords: OCB, State sector, school teachers. Supervisor support, teachers’ competencies, internal career orientation and work-family conflicts

1. Introduction

Organizational Citizenship Behavior (OCB) that refers to the voluntary activities of employees which go beyond their implicit or explicit employment contract (Kim 2016) is identified as the vital phenomenon as OCB often leads to determine the success of any organizations (Jung & Hong, 2008; Sevi, 2010). OCB has become a popular phenomenon especially among organizational behavior researchers during past decades (Comeau & Griffith, 2005; Gupta, Shaheen, & Reddy, 2017; Jung & Hong, 2008; Kim, 2006; Liu, 2009; Morin et al., 2011; Narimani, Tabaeian, Khanjani, & Soltani, 2013; Sevi, 2010; Somech & Ron, 2016; Wang, Lee, & Wu, 2017).

Reviewing the extant literature on OCB, it can be observed that many studies have identified OCB as a dependent variable where to explore the antecedents of the OCB (Comeau & Griffith, 2005; Gupta et al., 2017; Jung & Hong, 2008; Kim, 2006; Liu, 2009; Morin et al., 2011; Somech & Ron, 2016; Wang et al., 2017). On the other hand, some studies were aimed at exploring the consequence/impact of OCB on various outcomes such as organizational outcomes, employee outcomes, and group performance etc. (Narimani et al., 2013; Sevi, 2010).

Based on the empirical studies which was exploring the antecedents of OCB, it was found that collectivism, perceived supervisor support (Liu, 2009; Somech & Ron, 2016), structural interdependence and personality (Comeau & Griffith, 2005), organizational commitment, job satisfaction (Kim, 2006), affective commitment (Morin et al., 2011), work-family conflict and family-work conflict (Wang et al., 2017), psychological capital (Gupta et al., 2017) determine the degree of the OCB among employees. On the other hand, when considering the consequences of OCB, several studies were found that OCB generate positive outcomes on organizational performance (Jung & Hong, 2008), group performance (Sevi, 2010).

As far as the extant literature on determinants of OCB is concerned, it is obvious that the findings are inconsistent among them. Foote and Tang (2008) found that job satisfaction cause to determine the degree of OCB. However, Kim (2006) found that there is no direct relationship between job satisfaction and OCB.

Moreover, most of the previous studies have been conducted in the context of developed countries such as UK (Beauregard, 2012), Israel (Somech & Ron, 2016), China (Liu, 2009), Korea (Kim, 2006). However, such findings are challenging to generalize into the context of developing countries as the cultural background, economic conditions, and technological applications are different between these two contexts (Sadrudin & Alain, 2015; Wolfgang & Ronel, 2007).

Further, most of the prior studies on this phenomenon focused on private sector organizations (Gupta et al., 2017; Joo & Jo, 2017; Liu, 2009; Narimani et al., 2013; Rezaeian, Tehrani, & Lotfi Foroushani, 2013; Suliman & Al Obaidli, 2013; Tang & Tsaor, 2016) while very few studies aimed at exploring the determinants of OCB pertaining to the public sector organization context. It is challenging to generalize the findings of the private sector based studies into the context of the public sector organizations since there are some differences between these two contexts in terms of the structure, culture, objectives, policies, purposes, etc. (Reichard & van Helden). Accordingly, it is imperative to explore factors influence on OCB among the public sector employees, particularly in developing country

context. Thus, the purpose of this study is to identify the key factors influence on OCB in public sector employees (school teachers) with special reference to Sri Lankan context.

1.1. Research Problem

Due to the prevailing dynamic environmental conditions, organizations are required to compete with rivalry firms in order to survive and realizing competitive advantage over other operating in the industry (Peng, 2006). Compared to other resources, human resources play a key role in gaining a competitive edge (Jefferies, 2008). Thus, generating and retaining self-committed employees who exhibit organization citizenship behavior is a key responsibility of the organizations. Such employees are a huge opportunity for the organizations as they contribute significantly towards realizing organizational goals (Jung & Hong, 2008). Employees with a high degree of OCB, fulfill their responsibilities without daily supervising of management. Further, they often tend to provide their maximum contribution by accomplishing the task and duties that are even not stipulated in their formal job description (Cole, 2003).

However, one of the key issues confronted by today's organization is not having employees with a high degree of OCB where showing a voluntary commitment to the organization. In other words, it can be explicated that the majority depend on the compensation package offered by the organization and they are not ready to undertake responsibilities beyond their job description.

Successful organizations need employees who will do more than their usual job duties and provide performance that is beyond expectations (Jung & Hong, 2008). OCB describe actions in which employees are willing to go above and beyond their prescribed role requirements (Somech & Ron, 2016). OCB delivers several benefits to an organization. It is obvious that OCB has a positive impact on employee performance and wellbeing (Somech & Ron, 2016), Employees who have shown OCB is receiving more ratings for their performance from their managers than other employees. The managers perceive that employees who have presented OCB are working better than others. It can be happened because of managers' believe that OCB is important to the overall success of the organization (Organ et al., 2006).

As a result of OCB, employee turnover and absenteeism can be decreased. It leads to increase productivity, efficiency, and consumer satisfaction, on the other hand, it reduces the costs of managing employees (Podsakoff, Whiting, Podsakoff, & Blume, 2009). A research conducted by Ehrhart & Naumann, (2004) revealed that OCB can explain 20 percent of the profitability of grocery stores (Ehrhart & Naumann, 2004). OCB can improve productivity (helping new co-workers; helping colleagues meet deadlines) and free up resources (autonomous,

cooperative employees give managers more time to clear their work; helpful behavior facilitates cohesiveness, as part of group maintenance behavior). Moreover, OCB can lead to positive outcomes such as attract and retain good employees, create social capital(Organ et al., 2006).

When considering the education industry in Sri Lanka, schools are playing the main role in delivering a quality product through developing the knowledge, skills, attitudes, and personality of students. Further, the number of government schools in Sri Lanka is high (10,012) compared to the private schools (103) (Ministry of Education, 2016). Government schools' contribution to the welfare of society is remarkable as the school's deals with the future potentials of society. There are several parties engaged in the schools such as principal, teachers, students, and non-academic staff and among them, teachers interact with children and parents directly. Moreover, advanced level (A/L) teachers are playing a key role as they directly cope with the elder students who are reading for one of the competitive exams i.e. university entrance exam, in Sri Lankan education system. One of the key issues observed in this respect is that A/L students trust on private tuition teachers than the schools' teachers(Colombotelegraph, 2015; Lankadesha, 2012). Various reasons may cause this devastating condition and one reason could be the lack of teachers showing OCB in the state sector schools. This can be proven with the facts that many students did not attend the lessons at the schools during the second year of their Advanced level career. Majority of the students tend to attend private tuitions even in school time. Thus, it is important to explore the factors that contribute to the OCB of the government school A/L teachers as the findings would be important to make strategic initiatives to cope with this problem and enhance the quality of government school. Moreover, as no previous studies found in the extant literature on exploring this phenomena the findings of the present study would be of imperative to the Sri Lankan context. Thus, the research question aiming to address in this study is what factors significantly influence on the OCB among government school A/L teachers?

2. Literature Review

2.1. Organization Citizenship Behavior

The phenomenon of the interest of the present study is OCB. Definition of OCB has been evolved over decades and most widely used definitions in the extant literature are listed down in Table 1. As illustrated in Table 1, there are many inconsistencies as well as similarities can be observed pertaining to the definition of OCB. Most of the researchers have emphasized that OCB is the discretionary behavior if employees are motivated. Further, some authors have emphasized OCB as a work task exhibited by the employees beyond the job description that generate benefits for organization success. Organ (1988) defined OCB as "individual

behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and in the aggregate promotes the efficient and effective functioning of the organization”. As many previous studies followed this definition and it covers all the dimensions of OCB this study also positioned with this definition.

Table 1: Definition of organizational citizenship behavior

Author and Year	Definition
Somech and Ron (2016, pp. 38-66)	“organizationally beneficial behaviors and gestures that can neither be enforced on the basis of formal role obligations nor elicited by a contractual guarantee of recompense
Foote and Tang (2008, pp. 933-947)	“individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and in the aggregate promotes the efficient and effective functioning of the organization”
Jung and Hong (2008, pp. 793-808)	“Discretionary behaviors on the part of an employee that directly promote the effective functioning of an organization, independent of an employee’s objective productivity”
Wang et al. (2017, pp. 1130-1142)	“employee behavior must not just comply with organizational norms but must extend beyond the existing expectations to include additional roles that benefit the organization by enhancing the quality of the internal services provided by the enterprise”
Kim (2016, pp. 657-671)	“the voluntary activities of employees which go beyond their implicit or explicit employment contract has been established as an effective means of improving overall organizational success”

2.2. Antecedents of OCB

In order to identify the antecedent of OCB, an extensive literature review was carried out. By reviewing extant literature on OCB, it is quite evident that the particular phenomenon is being discussed and looked into over the span of so many decades until most recent years (Foote and Tang, 2008; Comeau and Griffith, 2004; Liu, 2008; Kim, 2006; Jung and Hong, 2008; Suliman, 2013).

By reviewing previous literature, the researcher was able to identify certain similarities as well as inconsistencies with regard to the findings, research methodology as well as the independent variables used to determine OCB. As far as the determinants of OCB is concerned, the previous studies explored the influence of many individual levels and organizational factors on OCB. Most widely used factors include Collectivism/Individualism,

Negative Affectivity, Positive Affectivity, Perceived Supervisor Support (Ron, 2007), Job satisfaction (Foote and Tang, 2008) Structural interdependence and personality (Comeau and Griffith, 2004), Perceived organizational support (Liu, 2008), organizational commitment (Kim, 2006), competencies(Kagaari, 2007), organizational justice (Desivilya, Sabag and Ashton, 2006), internal career orientation (Chompookum, 2004), psychological contract (Tsai, 2014), supervisory support climate (Tang, 2015), psychological capital (Gupta, Shaheen and Reddy, 2017), altruistic and egoistic motives (Jain, 2015), employee’s political skill (Li and Kong, 2015), work-family conflict, and family-work conflict (Wang, Lee, Wu, 2017).

Reviewing the previous empirical research findings on determinants of OCB, as illustrated in Figure 1, the present study developed a research model incorporating four factors namely supervisory support, teachers competencies, internal career orientation and work-family conflict.

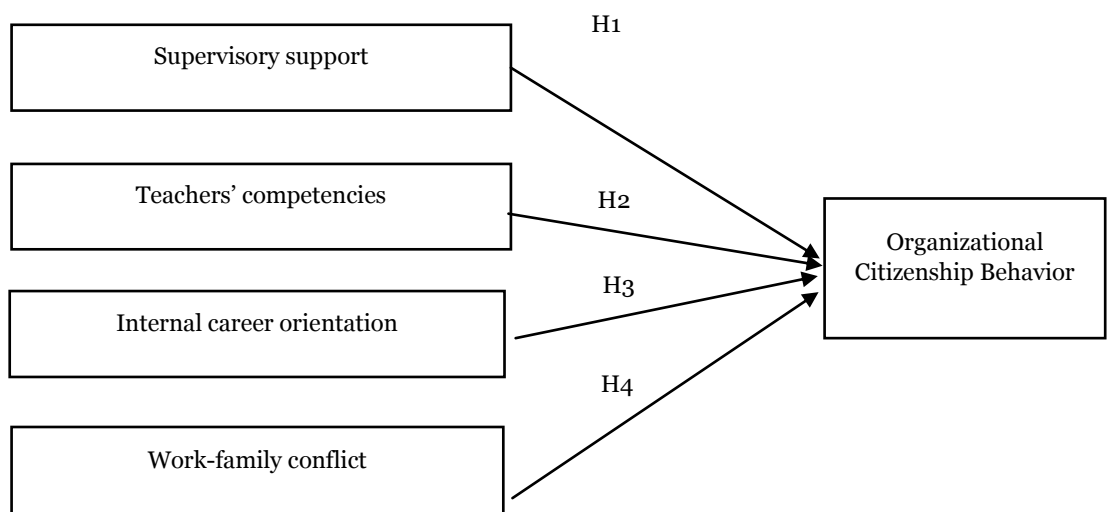


Figure 1: Research Model

Source: Developed by the author (2018)

2.3. Hypothesis

Supervisory support refers to the degree to which an employee receives help, assistance, and advice from their superiors (Somech and Ron 2016). Supervisors of the A/L school teachers comprise with principals, sectional heads, and senior teachers. Teachers receive supervisory support from these groups in terms of advice, assistance, or help. When teachers receive a high degree of supervisory support from their superiors to plan, implement and evaluate their

work it may lead to enhance teachers extra roles behaviors (OCB). Thus, teachers tend to work more than their superiors expected form them. On the other hand, when teachers do not receive such support from their superiors, teachers may incline not to exhibit OCB. Tang and Tsaur (2015) found that supervisory support climate has a positive effect on service-oriented OCB. Based on this present study formulate the following hypothesis.

H1 - Supervisory Support is positively related to the organizational citizenship behavior

Competencies refer to the skills and abilities of certain individuals to undertake challenging works. Teachers are required to possess with a range of skill and competencies such as organizing, coordinating, communication, time management, stress management, dealing with deadlines, etc. If certain teachers are equipped with a set of such skills and competencies they are in a position to undertake extra work beyond their job description which then leads to enhance their OCB. Conversely, when teachers are lacking with such skills and competencies they reluctant to accept challenging work and they mostly tend to maintain the status quo. Kagaari&Munene (2007)revealed that those who have the relevant competencies do exhibit discretionary behaviors at work. Further, indicated that planning, continuous assessment and initiating as operant teacher competences were significantly and positively related to empowerment. Thus, the present study postulatethe following hypothesis.

H2 - Teachers' Competencies is positively related to organizational citizenship behavior

Internal career orientation refers to the degree to which an individual involved in proper planning in their career. Some teachers established precise career goals and objectives through comprehensive self and environment exploration. Further, they formulate appropriate career strategies and continuously involved in monitoring the progress of realizing their career goals and strategies. However, there are some teachers showing the opposite of such behaviors. It is apparent that teachers who involved in proper career planning exhibit discretionary behavior as it helps them to shape their profile and direct their career orientation towards success. In contrast, teachers who do not have such career orientation tend to assume such extra-role behaviors in performing their role. Chompookum, & Brooklyn (2004)found that individuals with a getting secure orientation showed the highest levels of OCB, whereas individuals with getting free and getting balanced showed the lowest levels of OCB. Thus, the present study formulatethe following hypothesis.

H3 - Internal Career Orientations is positively related to organizational citizenship behavior

Work-family conflicts (WFC) refer to the degree to which individuals are exposed to conflicts in balancing work and family roles. Compared to other public sector employees teachers' role is different in terms of the number of hours worked in schools and the number of vacations received. As a result of this, teachers are recognized as the unique employee group who found considerable time to devote the family matters. However, some teachers utilize this spare time in engaging with some additional income-generating activities. It is obvious that when teachers are in a position to maintain a proper balance between work and non-work demands, they tend to engage in OCB. Consequently, it leads to enhance the quality of the employees' work. Conversely, when teachers are confronted with work-family conflicts it may lead them to decline the extra role entrusted to them. Wang et. al. (2017) found that the greater the individual's work-family conflicts, the greater the tendency for turnover. Moreover, they contend that the higher the degree of WFC, the lower the degree of OCB. This leads to the following hypothesis.

H4 - Work-Family Conflict is negatively related to the organizational citizenship behavior

3. Methods

The aim of this study is to identify the significant factors explaining the OCB, out of the independent variables of; supervisory support, teachers competencies, internal career orientation, and work-family conflict. The current study is to be categorized under Descriptive research designs as the aims are to describe the antecedents of OCB (Zikmund et al, 2010). The research question of the study is to identify the key factors determining the OCB among state sectors AL school teachers. Thereby, the respondents to the survey research would ideally be A/L teachers in public schools. Thus, the unit of analysis for the present study is "individual".

The research is being carried out in a Sri Lankan context as no attempts were made at exploring this phenomenon in Sri Lankan context and having the challenge to generalize finding in the developed context into the Sri Lankan context. The secondary (advanced level) education sector was selected because it was assumed that it held the most suitable segment to test the OCB, as described in the research problem. Ultimately, government school teachers were focused upon due to the general attitude of the society that government teachers are not provided a better education to children compared to private classes.

The theoretical population of this study is government school teachers of all districts in Sri Lanka. Due to the complexity of exploring theoretical population, the present study chose Galle district government school teachers who teach for advanced level classes as the study population. The number of teachers in government schools is 27,953 and Galle district

represents 5,201 teachers in the total population. Sample of 250 teachers was selected through eight schools in Galle district for the questionnaire survey. Simple random sampling method was employed to draw the sample from eight schools. The teachers' registers maintained at the eight schools were taken as the sampling frame of the present study. Due to not responding by four respondents survey was limited to 246 respondents. Table 2 illustrates the sampling procedure of the present study.

Table 2: Sampling Procedure

Name of the School	Target Respondents	Actual Respondents
Sangamiththa Girls' College	45	43
Southland Girls' College	35	35
Richmond College	35	33
Mahinda College	30	30
Siridhamma College	35	35
Rippon Girls' College	25	25
St. Aloysius College	25	25
Vidyalyoka College	20	20
Total	250	246

Source: Survey Data (2017)

Non-interactive methods were used in the data collection procedure. Under that, survey questionnaires formulate. This method was adopted due to its advantages such as the cost-effectiveness, anonymity of the respondent, absence of any interviewer bias, ability to use standardized, structured and undisguised questions (Hair, Money, Samouel, & Page, 2007). The questionnaire was designed in a manner where the first section dealt with the demographic variables and general questions, section two comprised of all the questions associated with independent variables and finally the third section of the questionnaire included questions raised on the dependent variable of OCB.

The questionnaires were distributed physically after obtaining approvals from the principals of the respective schools. Ultimately 246 questionnaires were preceded to the data analysis. Variables were operationalized using already validated scales and they were adjusted where necessary so as to compatible with the context. Table 3 shows the operationalization of the variables of the present study.

Table 3: Operationalization of Variables

Variables	Code	Items
Organization Citizenship Behavior	OCB1	Participates in solving problems in the school.
	OCB2	Makes suggestions to improve the school's functioning.
	OCB3	Becomes involved in work committees in the organization.
	OCB4	Suggests changes that will have an impact outside his/her workgroup.
	OCB5	Expresses his/her ideas in discussion groups in the school.
	OCB6	Introduces new ways of doing things in his/her workgroup in school.
	OCB7	Makes suggestions to improve the products and services offered to students.
	OCB8	Helps you by doing things that are not really part of his/her regular duties.
Work-family conflict	WFC1	My work schedule often conflicts with my family life.
	WFC2	After work, I come home too tired to do some of the things I would like to do.
	WFC3	My work takes up time that I would like to spend with my family.
	WFC4	The demands of my job make it difficult to be relaxed all the time at home.
	WFC5	My job produces a strain that makes it difficult to fulfill my personal obligations.
	WFC6	On the job, I have so much work to do that it takes away from my personal interests.
	WFC7	Due to work-related duties, I frequently have to make changes to my personal plans.
Job satisfaction	WFC8	My job makes it difficult to be the kind of spouse or parent I would like to be.
	JS1	I receive recognition for a job well done

	JS2	I feel close to the people at work
	JS3	I feel good about working at this company
	JS4	I feel secure about my job
	JS5	I believe management is concerned
	JS6	My wages are good
	JS7	All my talents and skills are used at work
	JS8	I feel good about my job
Teacher competences	TC1	Present and show confidence in the subject area
	TC2	Prepare teaching and study guides for students
	TC3	Communicate effectively with students
	TC4	Plan and analyze assignments and test items
	TC5	Counsel and guide students
	TC6	Prepare and provide clear instructions for assignments, tests, workshop and laboratory exercises
	TC7	Talk to students with peculiar behaviors
	TC8	Manage and organize resources effectively to meet the needs of the curriculum
Supervisory Support	SS1	My immediate supervisor trusts me
	SS2	My immediate supervisor helps me to improve myself
	SS3	My immediate supervisor is available when I need advice
	SS4	My immediate supervisor establishes plans and work objectives with me
	SS5	My immediate supervisor gives me clear instructions
	SS6	My immediate supervisor is effective in making decisions
	SS7	My immediate supervisor is doing a good job

	SS8	My immediate supervisor knows what is going on in my workgroup
Internal career orientation	ICO1	I want to demonstrate my strength in leading staff and in management
	ICO2	I want a job in which my words and actions have an impact
	ICO3	I want my work to be accorded high social standing
	ICO4	I want to fulfill the expectations of those around me
	ICO5	I value processes that reach a settlement through coordination and negotiation
	ICO6	Continuing work is important as a means of sustaining my lifestyle
	ICO7	I want to be engaged in meaningful work that focuses on a specific field
	ICO8	I want to continue to hone my skills acquired through experience working in a specific field

Source: Literature review (2017)

4. Results

In order to ensure the face validity, the researcher strived to use pre-established scales, by reviewing previous literary work (Zikmund et al, 2010). Convergent and discriminant validity were statistically tested using the factor analysis. Before implementing the factor analysis, the suitability of the data for factor analysis was assessed using three criteria suggested by Hair et al. (2010). First, visual inspection of the correlation matrix revealed a substantial portion of correlations greater than 0.30. Second, Barlett's Test of Sphericity provided statistically significant results (approx. chi-square 11432, df247, sig.000) indicating that correlations among the variables were sufficient to proceed with factor analysis. Third, the measure of sampling adequacy measured in terms of Kaiser-Meyer-Olkin (KMO) values was observed for both the overall test and each variable. The KMO value for the overall test was 0.712, which exceeds the threshold value of 0.50 (Hair et al., 2010). Each variable also indicated KMO values greater than 0.5. In conclusion, all three criteria were met.

Once initial assumptions of factor analysis had been confirmed, all metric variables were factor analyzed. Principal component analysis, which is appropriate for deriving a maximum

number of factors to explain a maximum portion of the variance in the original variables (Hair et al., 2010) was used to extract the factor.

Since the present study used previously validated instruments, a priori criterion in which the researcher specified how many factors to extract (Hair et al., 2010) was used as a criterion to determine the number of factors to be extracted. Varimax rotation was used to obtain the rotated factor matrix. As most of the constructs had a well-established theoretical base, items with a factor loading of +/-0.5 and above were selected as significant loadings (Hair et al., 2010). Final factor structure is shown in Table 4.

Table 4: Factor Structure

Items	Components				
	1	2	3	4	5
OCB2	.751				
OCB3	.576				
OCB4	.838				
OCB6	.672				
WFC1		.776			
WFC2		.553			
WFC6		.704			
WFC7		.809			
WFC8		.680			
TC2			.629		
TC3			.791		
TC5			.830		
TC6			.768		
TC7			.691		
TC8			.743		
SSI				.639	
SS3				.874	
SS6				.637	
ICO2					.851
ICO4					.861
ICO7					.853

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 7 iterations.

Source: Survey Data (2017)

In order to establish the reliability of the data, the Cronbach Alpha values were tested and results shown in Table 5. All the variables met the threshold values of 0.6 confirming the reliability of the measures. Consequently, correlations among variable were tested using person correlation and results are shown in Table 6.

Table 5: Reliability of the Measures

Variables	Cronbach's Alpha	Number of Items
Work-family conflict	.792	5
Teacher Competencies	.843	5
Supervisory Support	.703	2
Internal Career Orientation	.875	5

Source: Survey Data (2017)

Table 6: Correlations, Means and standard Deviations

Variables	OCB	WCF	TC	SS	ICO
OCB					
WFC	-.190**				
TC	.186**	-.207**			
SS	.324**	.050	.045		
ICO	.406**	.080	.133*	.315**	

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

* . Correlation is significant at the 0.05 level (2-tailed).

Source: Survey Data (2017)

Multiple regression analysis was conducted to test the pre-established hypotheses. In this particular scenario, regression analysis is being used to explain the variance of the dependent variable, based on the independent variables. Regression results are shown in Table 7. The Adjusted R Square value amounts to only 0.268. Thus, the analysis predicts that 73.2% of the variance would be due to other factors omitted by the researcher. By analyzing the ANOVA table, the significance of the F value is proven to be less than 0.05.

When analyzing the four independent variables, the significance values exceed 0.05 for the one variable of Teacher Competencies, thereby proving that this factor does not have a significant impact on OCB. Thus, H2 would be rejected. Since the significant values of Work-

family conflict, Supervisor Support, and Internal Career Orientation are 0.000, these factors have a significant impact on OCB. Thus H1, H3, and H4 were accepted.

Table 7: Regression Results

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	1.662	.459		3.620	.000
Work-family conflict	-.190	.048	-.223	-3.957	.000
Teacher Competencies	.132	.090	.083	1.471	.142
Supervisor Support	.253	.058	.246	4.390	.000
Internal Career Orientation	.284	.045	.361	6.371	.000

a. Dependent Variable: Organizational Citizenship Behavior

Source: Survey Data (2017)

5. Discussion

Hypothesis 1 claimed that supervisory support is positively related to OCB and it was supported through the regression analysis ($b = 0.246$, $sig = 0.000$). The result of this study is consistent with those of previous studies (Somech and Ron 2016) found that supervisory support is a significant predictor of OCB. Hypothesis 2 postulate that teachers' competencies are positively associated with OCB and it was not empirically supported in the present study ($b = 0.083$, $sig = 0.142$). In contrast to the hypotheses, teachers' competencies were not found to be a significant predictor of OCB. This finding contrasts the work of Kagaari&Munene (2007), which claimed that when teachers possessed a set of competencies they are more likely to exhibit OCB.

Hypothesis 3 claims that internal career orientation is positively related to OCB and it was empirically supported ($b = 0.361$, $sig = 0.000$). The present study found a positive and statistically significant relationship between internal career orientation and OCB. This provides support for Dhitporn (2004), which proposed that the higher the internal career orientation, the higher the likelihood of showing OCB. Hypothesis 4 postulates that work-family conflict is negatively associated with OCB. Present study also found empirical support for this relationship ($b = -0.223$, $sig = 0.000$). The results of this study are consistent with those of previous studies Wang et. al. (2015) that suggests work-family conflicts is a

significant predictor of intention or the OCB. When teachers exposed to a high degree of work-family conflicts it is more likely them not to exhibit OCB.

5.1. Implications

The aim of the study is to identify significant factors that explain the variance of OCB. Based on the regression analysis study found that supervisory support, internal career orientation, and work-family conflicts significantly influence on the OCB among school teachers in public schools. However, teachers' competencies were not identified as a significant factor in explaining OCB. The theoretical contribution of the study is the revelation that internal career orientation is the most significant factor affecting OCB out of the selected independent variables. In addition to that, it was also revealed that supervisory support and work-family conflict play an equally important role when it comes to explaining the variance in OCB. Since no other research work had been done in a Sri Lankan context with regard to this particular phenomenon of OCB, it too could be cited as a theoretical contribution of this study.

From a practical perspective, there are various contributions that could be drawn from this study. The research findings could also be applied in developing and implementing government-sponsored strategic initiatives to enhance the OCB of the state sector school teachers. Based on the findings it can be suggested that government should pay attention to implanting training programs or works shops on improving supervisory skills of the principals and administrative staff of the schools as this study found supervisory support is a significant predictor of the OCB. Moreover, it is imperative to organize workshops series for the school teachers in order to make them aware of the work-family conflicts and introduce the techniques to effectively cope with work-family conflicts. Further, it is required to offer state sector school teacher a workshops series and training programs on improving their internal career orientations as it leads them to revisit their career goals and strategies whereby consequent leads to improve OCB of them.

5.2. Limitations and Future Research

The first limitation refers to the generalizability of the findings. The purpose of this study was to explore the factors influencing on OCB. To achieve this objective, this study selected respondents only in one district (Galle), which does not represent all districts in Sri Lanka. This limits the generalizability of the findings. Thus, further research on this phenomenon in other districts is warranted. The second limitation pertains to the research design. This study used a cross-sectional design, wherein data was collected at one point in time. As OCB is viewed as a psychological related construct, longitudinal empirical studies are required to gain an in-depth understanding of this phenomenon. Moreover, due to the cross-sectional

design used, the causality could not be tested. Thus, longitudinal data are needed to explain the underlying causes of OCB. Future studies with a longitudinal research design would greatly contribute to the literature.

The third limitation deals with the sample size of the present study. Due to time and financial constraints, the sample was limited to 246 respondents. A larger sample would increase the statistical power and offer strong findings (Hair et al., 2010). Future studies with a larger sample size are therefore required. The fourth limitation is related to data-collection tools. The present study used a questionnaire survey to collect primary data about the phenomenon of interest. Alternative mechanisms, such as interviews would facilitate an in-depth understanding of the OCB and its determinants. Thus, future studies that employ interviews and qualitative analysis of interview data would generate important insights about this phenomenon. The fifth limitation relates to the inclusion of independent variables in the research model. The study used only four factors that determine OCB. Additional variables might have an impact on OCB. Thus, future researchers that include such additional drivers are encouraged.

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