

Examining the Relationship Between the Dimensions of Teacher Empowerment and Organizational Citizenship Behaviour: the case of General Secondary School Teachers in central zone of Tigray, Ethiopia

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The purpose of this study was to examine the relationship between the dimensions of teacher empowerment and Organizational Citizenship Behaviour in government secondary schools (9th & 10th grades) of central zone of Tigray, Ethiopia. The study was conducted via a descriptive survey design and employed quantitative approach. By using a self-response questionnaire, data were collected from a sample size of 540 (216 female and 324 male) teachers taken from a target population of 1789 (1324 males and 465 females) teachers by employing Multi-stage probability sampling technique. The data were then analysed by using Pearson correlation and multiple linear regression. The result revealed strong positive correlation between OCB and all the six dimensions of teacher empowerment. Except the sub-scale 'Impact', the five dimensions of teacher empowerment appeared to be significant ($p < .05$) predictors of the teacher's OCB with 'self-efficacy' possessing higher unique contribution ($p < .001$) to the regression model. Hence, maximizing the level of teachers' sense of empowerment experiences is essential to enhance the teachers' level of engagement in OCB was the conclusion reached.

Keywords: OCB, Dimensions of teacher empowerment, Teachers, Secondary school.

Organizational Citizenship Behaviour (OCB) has been a hot area of research and discussion in organizational behaviour and human resource (Paille, 2010), psychology and management literatures (Mohammad, Habib & Alias, 2011). Employees' engagement in organizational citizenship behaviour is considered very important to sustain and adjust in the dynamic market. Jahangir, Akbar & Haq, (2004) stated that organizational survival, success and prosperity are hard to achieve in the absence of workers with more citizenship behaviours who can devote their time and energy. Thus, organizational citizenship behaviours are becoming important in organizational researches.

In the educational context, OCB is noted to be important as the nature of educators' role is not comprehensively prescribed in the job description; and the teachers' OCB has also been related to student achievement (Di Paola and Hoy, 2005). It is reported that the success of a school achieving the objective and goal greatly depend on the teacher's willingness to go beyond the formal job duties (Vigoda-

Gadot, Beerli, Birman-Shemesh & Somech, 2007). Previous studies in the school context have found out that student achievement is greatly affected by organisational citizenship behaviour (Oplatka, 2009; Yilmaz & Tasdan, 2009; DiPaola & Hoy, 2005). Further, OCB is reported to have been greatly associated with teacher and student performance outcomes. According to Oplatka (2009), organisational citizenship behaviour is identified as a significant contributor to the improvement of students' achievement, teachers' satisfaction level, sense of self-fulfilment, improvement of school reputation, image and discipline, and support teachers to develop positive emotions towards their students, colleague and school. OCB, a non-prescribed organizationally beneficial behaviour is also recognized in helping teachers increase their ability to deal with students with special needs, improvement of student discipline and enhance classroom performance (Somech & Bogler, 2002).

The concept of OCB, derived from Katz's (1964) conception of extra-role behaviour, was

introduced and defined by Organ (1988) as a discretionary individual's behaviour, which is not directly or explicitly recognized by the formal reward system, that, in the aggregate, promotes effective functioning of an organization. By this definition, OCB is considered as the behaviour or act should be outside the formal reward structure, not a part of the defined job requirement and performed for the good of the organization or because the person feels that OCB is the right thing to do. In addition, as to Lavelle et al. (2009), organizational citizen behaviour is understood as a set of optional behaviours which are not regarded as the formal duties of the person; however, such behaviours are performed by the employees and found to cause improvement of duties and roles of organizations.

There are different forms and behavioural manifestations of organizational citizenship behaviour. The most applicable classification of organizational citizen behaviour has been presented by Organ including Altruism (e.g., helping and offering time to co-workers), conscientiousness (e.g., well-organized utilization of time and going further than bare minimum expectations), sportsmanship (e.g., avoids complaining and whining), courtesy (e.g., prior notices, reminders, and communicating proper information) and civic virtue (e.g., helping on committees and willingly attending functions) (Organ et al., 2000). In studying OCB in schools, DiPaola and Tschannen-Moran (2001) assured that organizational citizenship behaviour is a one-dimensional construct when applied to schools. They stated that at the elementary and secondary school levels, if the individual OCB level is affected, so is the organizational level of OCB.

Teacher empowerment has become increasingly marked within contemporary trends related to educational best practices. Increased teacher job performance, productivity, improved teacher morale, increased teacher knowledge of subject matter and pedagogy, and in the end, higher student motivation and achievement are found to be among the benefits of teacher empowerment (Keiser and Shen, 2000). As per their perception, teacher empowerment was defined as "a process whereby participants develop the competence to take charge of their

own growth, resolve their own problems, and believe that they have the skills and knowledge to act on a situation and improve it", (Short, Greer and Melvin, 1994). Decision making (participation in critical issues that directly affect their work), autonomy (teachers' feeling that they have control over various aspects of their working life), professional growth (teachers' perception that the school provides them opportunities to grow and develop professionally), impact (teachers' perception that they can affect and influence school life), status (professional respect and admiration that the teachers perceive that they earn from colleagues), and self-efficacy (teachers' perception that they are equipped with the skills and ability to help students learn, and are competent to develop curricula for students) are the six dimensions of teacher empowerment indicated by (Short, 1994; Short & Rinehart, 1992).

The current study aims to examine teacher empowerment in relation to outcomes that reflect the behaviour of teachers in schools. OCB is one among these outcomes considered as a key factor to their performance in a school setting (Diefendorff, Brown, Kamin, & Lord, 2002). Research on OCB in schools is very limited. Some studies have indicated teachers' engagement in OCB was better for those who had a role in decision making, and status and self-efficacy were also significant predictors of OCB (Ronit Bogler and Anit Somech, 2004). Similarly, Noori and Azma (2013) conducted a study on empowerment and OCB in some selected public organizations in Bojnourd and reported significant relationship between empowerment and OCB. On the contrary a study by Bagheri, Matin and Amighi (2001) on the relationship between empowerment and OCB of pedagogical organizations' employees in Iran reported absence of relationship between empowerment and OCB.

In view of the aforementioned realities, the present study focused on examining the relationship between OCB and the dimensions (sub-scales) of teacher empowerment with the intention of extending the contextual validity of the research interest. Moreover, similar research findings were lacking in the area where this study was conducted and initiated the researchers to

conduct the current study by carrying practical implications of the result. To this end, the following research objectives were forwarded to be addressed by the research result.

Objectives

1. To examine the relationship between six dimensions (sub-scales) of teacher empowerment and the teacher's level of OCB.
2. To identify, among six dimensions (sub-scales) of teacher empowerment, the significant predictors of the teacher's level of OCB.

Methods

Research Design

Understanding research design as a plan or blue print describing the conditions and procedures for collecting and analysing data (McMillan & Schumacher, 2010), the current study was a descriptive survey design and represented by a non-experimental (an ex-post facto) study. Since the study was conducted in a relatively large sample size, descriptive survey design was considered appropriate.

Participants

All government general secondary school (9th & 10th grades) teachers with total number of 1789 (1324 males and 465 females) working in the central zone of Tigray regional state, Ethiopia were the target population of the present study. The teachers were from 38 schools situated in 12 Woredas (Districts) found in one zone (province). To have an adequate representation of the population, a larger sample size was planned to be used, i.e., 560 teachers (31.3% of the target population).

Sampling Techniques and Selection Procedure

To draw the representative sample subjects, a multi-stage probability sampling technique was employed. In doing so, subjects were selected by the following guiding procedures.

First, since the schools were administrated by 12 different districts, these districts (woredas) were taken as strata from which sample teachers were to be drawn proportionately. Second,

to make the process more manageable, 16 out of 38 schools were selected randomly as clusters from every district (Woreda). Third, teachers in each of the 16 schools were put in two categories -male and female categories. Since the proportion of the males' population was much higher than the female ones, to come up with sample of statistically comparable proportion of male and female teachers was a problem. To make this clearer, if the number of male and female teachers in the sample were determined by the general sampling fraction (31.3%), it would have resulted in the sample proportions of male (74%) and female (26%) teachers. So, to maintain the balance between the strata, disproportionate stratified sampling technique was used. As a result, to determine the number of sample teachers to be drawn, different sampling fractions were considered, i.e., 48.17% and 25.37% for females and males, respectively. This yielded a sample size of teachers with 60% males and 40% females. Finally, a total sample size of 560 (336 males and 224 female teachers), were selected from the strata using simple random sampling technique. In the male stratus of the 16 schools, there were 821 teachers and 41% were randomly selected to participate in the study. Similarly, out of the 304 female teachers 73.68% were included in the study. Thus, the final sample size of 560 was constituted of 60% males and 40% female teachers.

Instruments

Teacher Empowerment (SPES)

To measure the variable perceived teacher empowerment, School Participant Empowerment Scale (SPES) developed by Short and Rinehart (1993) for measuring teacher perception of empowerment and recently used by Donald M. Watts (2009) was used. This variable is characterized by the teacher's perception of him/herself in relation to the work condition. The scale is a 38-item Likert-type which has been used to determine the teacher's perception on the six dimensions (decision-making, self-efficacy, impact, professional development, status, and autonomy) of empowerment. The item responses were reported on a 5-point

scale with the response value ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Previous researches have revealed the internal consistency of the scale to range from .8 to .94. For the present study, the Cronbach's alpha coefficient for the internal consistency of the scale was .97. In the current study, the computed Cronbach's alpha was found to be higher for each of the dimensions of teacher empowerment scale ranging from .91 (Autonomy) to .95 (professional growth). Generally, the SPES scale focused on measuring the extent to which teachers perceive a sense of self-efficacy in the workplace, perceive they have impact within the school, enjoy opportunity of professional growth, perceive they have high status, and believe they function with autonomy in teaching and learning. A higher teacher's score indicate the teacher's greater experience of favourable feelings of empowerment in the respective sub-scales.

Teacher's Organizational Citizenship Behaviour

The variable 'teacher's citizenship behaviour' was used to measure teacher's citizenship behaviour at an individual teacher level. A 12-item Likert-type scale scored on a range of 1 (strongly disagree) to 6 (strongly agree) was adapted from the Organizational Citizenship Behaviour scale by (DiPaola & Hoy, 2004). The items on the instrument reflect a teacher's willingness to "go the extra mile" to ensure that students succeed. In the current study, the items in the scale were reworded to allow looking at individual teacher's perception. In previous research works, the reliability of the scale was found to be consistently high (.86 to .93); and the construct validity has also been supported in separate factor analyses (DiPaola, Tarter, & Hoy, 2005). So, in the present study, the scores were reported as higher scores representing the teacher's greater experience of organizational citizenship behaviour and low scores representing the opposite. The result of test reliability analysis conducted on the presented data set was consistent with the previous researches. Thus, reliability issue of the present study was maintained at Cronbach's alpha coefficient of .97.

Data Gathering Procedure

In collecting the data, permission from the school principals and consent among the participants was maintained. Thereafter, the school principals and /or unit leaders were used to supervise the administering and collecting of the questionnaires. One teacher in each school who was not a part of sample subjects was used to distribute and collect the questionnaires in accordance to the direction of the researcher and the supervisors as well. By clearly communicating the purpose of the study and not demanding to write their name, an attempt was made to make participants confident that their answers were confidential and only used for research purpose by the researcher. Since all participants were degree holders and were involved in the teaching-learning process where the medium of instruction was English, the survey instruments were administered using English language.

Data collection was done after securing a reliable and valid instrument through pilot study and professional comments. Then, the task of selecting sample schools and number of participants in each school was undertaken. To this end, the researcher has made preliminary visits to the study areas to get familiarized and create smooth relationship and in turn gain consent from the prospective participants, which was set as a prerequisite for easing the upcoming data collection process. The researcher held discussion with the school principals and /or unit leaders and let them assist in supervising in the process of selecting sample participants, administering the questionnaires, and collecting as well.

Regarding the administration of the questionnaire, first, a list of the total number of teachers was secured from the respective sample schools. Thereafter, the participants were selected using the sampling techniques, the questionnaires were administered, most often in the researcher's or the assistants' presence, in order to clear up any ambiguities that the respondents might have in filling out the questionnaire. Out of the 560 questionnaires distributed among the sample participants, 552 questionnaires were returned and from

these 12 questionnaires were avoided for their incompleteness or inappropriately filled. Finally, 540 (with an average return rate of 96.4%) fully completed questionnaires were considered for the final analysis.

Data Analysis Techniques

To analyse the data collected from the participants, quantitative data analysis technique was employed by using Statistical packages, SPSS 20. Pearson correlation was computed to pinpoint the relationship between the teachers' level of organizational citizenship behaviour and the sub-scales of teacher empowerment. To check the factorability of the teacher empowerment scale, factor analysis was used. Finally, to examine the influence of the six components of teacher empowerment on the teacher's level of OCB, multiple linear regression was employed.

Result

Once again, the major purpose of the current study was examining relationships between teacher's organizational citizenship behaviour and the six sub-components of teacher empowerment. Hence, this section reports what has been obtained in the analysis concerning the issue at hand.

Demographic Characteristics of the Participants

The teachers in the central zone of Tigray regional state, Ethiopia were served as the unit of analysis for the present study. Accordingly, data were collected and analyzed from 540 teachers of varying demographic characteristics. The sample population was constituted of teachers of different demographic characteristics: Sex, age, marital status, teaching experience, and qualification. Details are summarized in Table 1.

Table 1: Frequency (Percent) distribution of the Participants' Demographic data

Characteristic	Category	Frequency	Percent age
Age in Years	<=25	24	4.4%
	[26,35]	212	39.3%
	[36, 45]	158	29.3%
	>45	146	27.0%

Marital Status	Single	175	32.4%
	Married	348	64.5%
	Divorced	17	3.1%
Teaching Experience in Years	<=5	61	13.3%
	[6, 10]	155	28.7%
	[11, 15]	166	30.7%
	> 15	158	29.3%
Type of Qualification	B.Ed.	278	51.5%
	Applied	81	15.0%
	Applied + PGDT	181	33.5%
Education Level	All Degree holders	540	100%
Sex	Female	216	40.0%
	Male	324	60.0%

Note: PGDT (Post Graduate Diploma in Teaching)

Summary of Factor Analysis Results

Since the study focused on the independent domains (sub-scales) of the teacher self-efficacy beliefs, addressing whether the present data support the factorability of the scale was found imperative.

Teacher Empowerment Scale

Previous research works identified six related factors of the Teacher Empowerment Scale: Decision-making, Autonomy, Impact, Self-efficacy, Status, and Professional growth. Hence, to grasp its consistency with the present data set, the scale's data were examined using a principal component analysis with an oblique rotation. Thus, the 38 items were subjected to factor analysis using SPSS Version 20. Prior to performing the analysis, suitability of data for factor analysis was assessed. Accordingly, visual inspection of the correlation matrix revealed the presence of many coefficients of .3 and above. The Kaiser-Meyer-Olkin value was .95, which exceeds the recommended minimum value of .6 (Kaiser, 1970, 1974); and the Bartlett's Test of Sphericity (Bartlett, 1954) was found significant ($p < .001$), supporting the factorability of the correlation matrix.

The factor analysis showed the presence of six factors with eigenvalues exceeding

1. Besides, an inspection of the scree plot revealed a clear break after the third factor. Using Catell's (1966) scree test, it supported to retain six factors explaining 76.98% of the total variance. The output was consistent with the previous research findings claiming for the six factors construct. Therefore, the six teacher empowerment factors, which were identified in previous research were found to be consistent and stable in the present sample data. Further, the factor loadings of the items in each factor was appeared to range from medium to high: .54 up to .92 for Impact, .76 up to .88 for Status, .68 up to .96 for professional growth, .62 up to .94 for Decision making, .55 up to .90 for self-efficacy, and .58 up to .91 for Autonomy. Thus, as investigated in previous research works, the present sample data set supported the construct teacher empowerment to constitute six sub-components. What was attested in previous research findings was supported by the current data set. Therefore, the factor analysis result for the construct gave basis for the present study to carry out the analysis at the sub-scale levels of the construct, Teacher empowerment.

Table 2: Descriptive Statistics for the Teachers' Perceived level of OCB and Empowerment (with respect to the dimensions) (N =540)

	Minimum	Maximum	Mean	Std. Deviation
OCB	3.33	5.83	4.60	.46
Decision making	1.83	5.00	3.41	.53
Autonomy	2.20	5.00	3.60	.47
Impact	1.71	5.00	3.44	.57
Self-efficacy	2.33	5.00	3.73	.43
Status	2.29	4.86	3.68	.43
Professional growth	2.43	4.86	3.69	.43

As presented in Table 2, the Teachers' scored slightly above average in the respective dimensions of teacher empowerment scale ranging from $M = 3.41$, $SD = .53$ for decision making to $M = 3.73$, $SD = .43$ for self-efficacy. Although the teachers' got better score in self-efficacy, they still fall below the 69th percentile point of the scale. Similarly, the teachers' level

of engagement was found to fall above average of the scale value ($M = 4.60$, $SD = .46$), which is exactly the 72th percentile point of the scale value.

Result for the Correlation Analysis

To test what was stated in objective 1, it was hypothesized as 'there is statistically significant relationship between the Sub-scales of teacher empowerment and OCB.' Preliminary analyses were performed by visual inspection of scatter plot distribution of the variable of interest and, reasonably, no violation of the assumptions of linearity, and homoscedasticity was ensured.

Table 3 presents the Pearson bivariate correlational statistics for all the research variables. Accordingly, when Cohen's (1988) suggestion regarding strength of relationship is considered, large correlation coefficients appeared between the variables. Therefore, 'Teacher's Organizational Citizenship Behaviour (OCB) was found to have strong positive correlation with all the dimensions of teacher empowerment; and all the sub-scales of teacher empowerment appeared to have a large and positive correlation with each other. Specifically, the Teacher's level of OCB was observed to have statistically significant and positive relation with Decision making ($r = .621$, $p < .001$), Autonomy ($r = .609$, $p < .001$), Impact ($r = .610$, $p < .001$), Self-efficacy ($r = .676$, $p < .001$), Status ($r = .643$, $p < .001$), and professional Growth ($r = .622$, $p < .001$).

Therefore, the prevailing correlations implied that the Teacher's higher level of citizenship behaviour experience was associated with his/her higher level of experience in the dimensions of teacher empowerment; and, conversely, the Teacher's lower level of OCB experience associated with his/her lower level of experience in the teacher empowerment dimensions.

Result for the Regression Analysis

To analyse the data, the standard multiple linear regression method of analysis was executed. First, to comprehend the assumptions of normality of residuals, homoscedasticity, outlier, and multicollinearity, a pre-assessment was made by using appropriate statistical

Table 3: Pearson Correlation Result for the Sub-scales of Teacher Empowerment and Organizational Citizenship Behavior (OCB) (N =540)

Variables	1	2	3	4	5	6	7
1. OCB							
2. Decision making	.621**						
3. Autonomy	.609**	.789**					
4. Impact	.610**	.707**	.635**				
5. Self-efficacy	.676**	.663**	.648**	.800**			
6. Status	.643**	.708**	.684**	.642**	.718**		
7. Professional Growth	.622**	.666**	.635**	.654**	.695**	.808**	

Note: ** p < .001

Table 4: Summary of Multiple Regression Result for Teacher's Organizational Citizenship Behaviour Regressed on the Dimensions of teacher empowerment

R = .735 F (6,533) = 104.39, p < .001 R ² = .540 Adjusted R ² = .535					
Dimensions of Teacher Empowerment	B	SE	β	t-value	P-value
Constant	17.22	1.67		10.34**	.000
Decision making	.20	.10	.12	2.12*	.034
Autonomy	.30	.12	.13	2.52*	.012
Impact	.05	.07	.04	.68	.495
Self-efficacy	.68	.12	.31	5.61**	.000
Status	.24	.11	.13	2.29*	.022
Professional Growth	.22	.10	.12	2.23*	.026

Note: ** p < .001 ; * p < .05

techniques: visual inspection of a normality P-P plot, scatter plot of the standardized predicted values versus the standardized residual appeared to support the statistical technique chosen to be used in the analysis. Moreover, Tolerance/VIF which ranged from .286/3.74 (for Status) to .336/2.97 (for Autonomy) did not show serious violations of assumptions.

Table 4 mainly includes: the coefficient of determination (R²), test statistic (F-value), coefficient of multiple correlation (R), unstandardized beta coefficient (B), the standardized beta coefficient (β), standard error (SE), test statistic (t-value), level of statistical significance (p-value), and the unique variance explained.

To test what was stated in objective 2, it was hypothesized as 'the six sub-scales of the

teacher empowerment come together to form a linear combination which significantly affects the teacher's level of OCB. Accordingly, as shown in Table 4, the result of the analysis revealed that, except the Impact-dimension, all the five dimensions of teacher empowerment were observed to be significant contributors of the regression model for predicting the outcome variable (Teacher's Organizational Citizenship Behavior).

Therefore, Teacher's perceived access to Decision-making, perceived Autonomy, Self-efficacy belief, perceived Impact, perceived Status, and perceived opportunity for Professional Growth were acted to have a linear combination that significantly affects the teacher's level of organizational citizenship behavior, [F (3,533) = 104.39, p < .001, R² = .54]. The result implied

that 54% of the variance in the teacher's level of organizational citizenship behavior was explained by the teacher's perceived empowerment in Decision-making, Autonomy, Self-efficacy, Impact, Status, and Professional Growth when combined together. Thus, the hypothesis tempting for the linear combination of the predictor variables to significantly predict the teacher's organizational citizenship behavior was confirmed by attesting it to be true at probability level of $p < .001$.

Further, the variables: Decision-making, Autonomy, Self-efficacy, Impact, Status, and Professional Growth, were found having positive and significant unique contribution in the regression model for predicting the teacher's level of organizational citizenship behavior ($\beta = .12, p = .034$, and $\beta = .13, p = .012$, and $\beta = .31, p < .001$, $\beta = .13, p = .022$, and $\beta = .12, p = .026$, respectively). Thus, the teacher's level of self-efficacy was revealed to have relatively higher and unique contribution to the regression model for predicting the teacher's level of organizational citizenship behavior.

Discussion

The findings regarding the means of the teachers' OCB and the six dimensions of teacher empowerment appear to be consistent with previous studies. For instance, a study conducted in middle and high school teachers in Israel by Ronit Bogler and AnitSomech, (2004) reported above average score vales of teachers in all the variables.

In the current study, Self-efficacy, Status, Autonomy, Decision-making, and Professional growth were found as significant predictors of the teacher's OCB; and the result was partially supported by a similar previous research finding reported by Ronit Bogler and Anit Somech, (2004) who indicated that decision making, status, and self-efficacy were significant predictors of OCB. Although not lead to exclusive conclusion, Noori and Azma (2013) reported significant relationship between empowerment and OCB. On the contrary a study by Bagheri, Matin and Amighi (2011) on the relationship between empowerment and OCB of pedagogical organizations in Iran reported absence of relationship between empowerment and OCB.

Since research in the educational setting were limited, the inconsistency of results can only prompt for the need to conduct research of the same kind in different contexts and settings to maximize the contextual validity of the result and, of course, a deriving agent to conduct the present study.

Self-efficacy is one's perception of one's competence and ability to act. In the present study self-efficacy was a higher predictor of the teacher's OCB. Thus, where teachers report higher levels of self-efficacy, they exhibit more organizational behaviours. Teachers who have high expectations of themselves to perform effectively and successfully in school will carry out extra functions beyond the formal ones. Similarly, as per the result of this study, teachers who have a higher sense of status in their work tend to invest more time and energy in their work life, thus higher OCB. In other words, teachers who perceive that they have the professional respect and admiration of their colleagues are likely to contribute to their schools, in addition to acknowledgement of their expertise and knowledge; and this contribution will be evidenced in practicing OCB, helping others students, colleagues, and the organization as a whole. Teacher's level of empowerment with respect to autonomy was a predictor of the teacher's level of OCB. Hence, enhancing the teacher's level of control over various aspects of their working life, including scheduling, curriculum development, selection of textbooks and planning instruction, increases the likely hood of teachers to invest more time and energy in OCB, in addition to their feelings of control over their works. Teacher's level of professional growth was also found to be a significant predicator of the teacher's OCB. The more teachers perceive that they have opportunities for professional growth, the more they will strive to act for the good of the organization and the profession. Providing teachers with opportunity for professional growth is demanding if teachers are needed to engage in OCB. Decision making refers to teachers' participation in critical decisions that directly affect their work, involving issues related to budgets, teacher selection, scheduling, and curriculum. Enhancing the genuine participation of teachers in decision-making of such issues

which can build confidence in the teachers that their decisions actually impact real outcomes increases the teacher's engagement in OCB. In the current study, decision making was significant predictor of OCB.

Conclusion

Based on the findings reached, the following conclusions were made.

- Teachers were not experiencing higher level of feelings of empowerment when viewed with respect to the six dimensions of teacher empowerment though the mean value did fall in the favorable dimensions of all the sub-scales (below the 69th percentile point of the scale values). Similarly, the teachers' level of engagement in the OCB did not appear imperative (took the 72th percentile point of the scale value)
- To enhance the teachers' level of engagement in OCB, maximizing the level of the teachers' feeling of empowerment experiences is imperative (OCB was observed to have positive and strong correlation with all the six dimensions of teacher empowerment)
- Teacher's perceived level of OCB is a function of (54%) the teacher's composite level of experience in:
 - his/her perception that he/she is equipped with the skills and ability to help students learn, and is competent to develop curricula for students
 - the professional respect and admiration that the teacher perceive that he/she earns from colleagues
 - his/her feeling that he/she has control over various aspects of his/her working life
 - participation in critical issues that directly affect his/her work
 - his/her perception that the school provides him/her opportunities to grow and develop professionally

Recommendations

Based on the conclusions reached the following recommendations are devised.

- It would be good for school principals to strive to increase teachers' motivation toward OCB for the benefit of the school to strongly acknowledge the role of self-efficacy, status, autonomy, professional growth, and decision making. Accordingly, Principals need to establish working conditions that help teachers to perceive themselves as having a high level of competency, experiencing high status and self-esteem, experience feeling of control over various aspects of his/her working life. In addition, principals need to recognize that the feelings and perceptions of teachers about their schools, and their desire to attain opportunities for professional growth, are beneficial to the school itself. Further, practice of joint decision-making should be recognized as highly important to the organization and its members.
- Moreover, the findings of the study should also be recognized by policymakers outside the school on the assumption that achieving high levels of OCB is important. Thus, concerned bodies of the education bureau and the education offices at the district should encourage participation of teachers in seminars and programs that stress teachers' professional growth and self-efficacy. It is assumed that once the teachers experience greater opportunities for professional growth and acquire greater trust in their ability to achieve high-order goals, their status rises as well; and their perception that they can affect, and influence school life will get better.
- School principals should acknowledge the significance of the extra-role, rather than the in-role, the nature of OCB since it carries great advantages for other members in the organization, including other teachers, students and the school.
- Interested researchers can extend the current study by including demographic variables and the perceived importance of OCB.

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