

**RELATIONSHIP BETWEEN TEACHERS'
EMPOWERMENT AND ORGANIZATIONAL
CITIZENSHIP BEHAVIOUR IN ISLAMABAD MODEL
SCHOOLS, ISLAMABAD**



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By

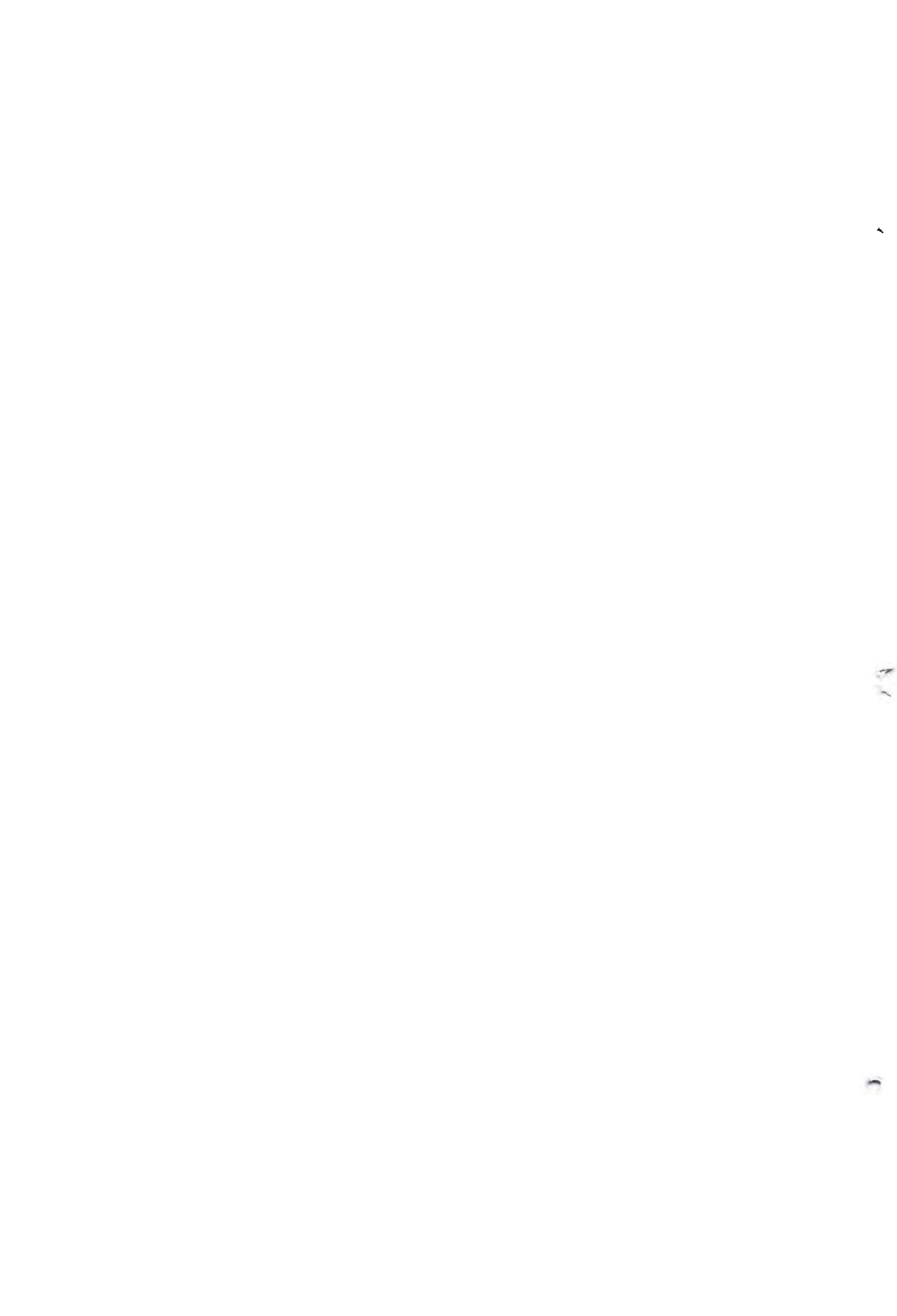
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Approval Sheet

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The thesis entitled 'Relationship between Teachers' Empowerment and Organizational Citizenship Behaviour in Islamabad Model Schools, Islamabad' submitted by Ayesha Arif in partial fulfillment of M.S. degree in Education, has been completed under my guidance and supervision. I am satisfied with the quality of student's research work and allow her to submit this thesis for further process as per IIUI rules and regulations.

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DEDICATION

I dedicate this to my parents whose prayers and affection are a source of strength for me at every step of my life. Their devoted prayers are the means to my achievements.

May Allah keep them safe and sound!

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List of Abbreviations

OCB: Organizational Citizenship Behaviour

POB: Pro-social Organizational behaviour

OS: Organizational Spontaneity

CP: Contextual Performance

OC: Organizational Commitment

PC: Professional Commitment

TGT: Trained Graduate Teachers

SST: Secondary School Teachers

Abstract

During the past decade, teacher empowerment and Organizational Citizenship Behaviour (OCB) has received a great deal of attention from researchers who studied their relationship to various organizational outcomes. The current study sought to enrich our understanding of citizenship behaviour in the school setting by identifying its relationship with teacher empowerment. Six dimensions of teacher empowerment, identified by Short and Rinehart (1992) were selected which were: decision making, professional growth, status, self-efficacy, autonomy and impact. Five dimensions of Organizational Citizenship Behaviour, identified by Organ (1988) were selected which were: altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. The objectives of this study were; to find out teacher's empowerment, and teacher's organizational citizenship behaviour, and to find out the relationship between teacher empowerment and teachers' organizational citizenship behaviour. All the teachers of Islamabad Model Schools for girls of urban areas constituted population of the study. Out of the population 40% of schools were selected as the sample of the study and all the teachers of these schools were selected as the sample of the study. Sample size was 198 which was selected through cluster sampling. In questionnaire items related to teacher empowerment were developed in the light of previous literature on teacher empowerment. In questionnaire items related to Organizational Citizenship Behaviour were developed in the light of previous literature on Organizational Citizenship Behaviour. Mean and standard deviation was used to analyze the demographic information of the respondents. The relationship between the two variables was calculated through Pearson Product Moment co relational Analysis. Major finding of the study is that there is a significant relationship between teacher

empowerment and organizational citizenship behaviour. Pearson correlation matrix revealed that all six subscales were significantly and positively correlated with the OCB. It means that when teachers perceive themselves as practicing in any of the teacher empowerment dimension, they express more commitment towards OCBs. Based on the conclusions, it is recommended that school principals may consider the importance of empowering teachers and its effects on the behaviours that are essential for the life and efficient working of the school. Principals may create an environment beneficial for the personal and professional development of teachers resulting in the exhibition of OCBs.

CHAPTER 1

INTRODUCTION

Nowadays, the position and operations of schools are varying and, as a result, the position and operations of teachers are also changing. It is expected from teachers that they will teach in classrooms with a mixture of different techniques; emphasize on involvement of students and incorporating individual learning requirements in the classrooms; use of teaching Aids more effectively; and make parental involvement more effective and frequent in schools. Researchers have the opinion that teachers' work is often set up in such a way that negates their self-effectiveness, accomplishment and self-significance. Empowerment can play an important role in motivating teachers; this motivation will help them out in their professional development and deal with the growing demands.

Many authors have defined Teacher Empowerment. Short, Greer and Melvin (1994) defined empowerment as "a progression in the course of which school members put together the ability to take charge of their own development and solve their own problems". Teacher empowerment is teacher's faith that they have the ability and comprehension to make the circumstances improved in which they are functioning. Six dimensions of teacher empowerment have been identified by Short and Rinehart (1992): decision making, professional growth, status, self-efficacy, autonomy and impact.

Organizations are necessary element of society and serve various requirements. Processes and decisions of administration in organizations have a growing effect on individuals, other organizations and society. Organizational behaviour is the study of people in the organizational environment. It comprises of the consideration and being in charge of the behavioural dynamics that effects the performance as member of the organization. Organizational behaviour considers the various dimensions of life of an organization as: way of life, environment, administration, command and control, transformations, and human behaviour.

Behaviour, as a variable, has persuaded extensive concern in different fields of study. Researches on the behavior of the members of staff consist of various characteristics like the deviation of the member of staff in work place, the silence of the worker, the pro-social behavior of the employee, and so on. Eisenberger et al., (2003), (cited in Katz, 1964) found out the three types of primary behaviors that have central impact on the efficient functioning of the organization. Firstly, people must decide about entering in an organization and holding the identity as the member of that organization; secondly, members of the organization must accomplish the precise requirements for the role in a mutually supporting way; thirdly, members of the organization must spontaneously produce numerous actions additional to the role requirement. For the third type of behavior, Katz (1964) believed that: organizations that just count on the behaviors mandatory by the job were very weak societal systems. Every industrialized unit, enterprise, and social organization depends on the multiple common collaborations, helps, and suggestions, and the performance of such behaviours is named as "citizenship behaviour". Firstly, studies on the organizational citizenship behaviour discriminated the

citizenship behaviour from the in-role behaviour totally and highlighted that the organizational citizenship behaviour (OCB) must be taken as the addition of the extra-role behaviour.

OCB has to do with a variety of dimensions like: altruism; conscientiousness, sportsmanship, courtesy and civic virtue (Organ, 1988); obedience, loyalty, and different forms of participation (Van Dyne, Cummings, & Parks, 1995); and helping (Van Dyne et al., 2000).

One of the dimensions of teacher empowerment, participation in decision-making, has been found to express the involvement in OCB in a diversity of the circumstances (Porter, Lawler, & Hackman, 1996). Self-efficacy has been detected to be related to OCB (Somech & Drach-Zahavy, 2000). Bogler and Somech (2004) analyzed the association between teacher empowerment and 'Organizational Commitment (OC), Professional Commitment (PC) and Organizational Citizenship Behavior (OCB) of teachers in schools. The result of the study was; when teachers believed that they are more involved in any of the sub scale of teacher empowerment, they expressed more commitment for organization, they showed more professional commitment, and OCBs. Decision Making, Self Efficacy and Status were important predictors of Organizational Citizenship Behavior (OCB).

1.1 Rationale

Teachers are the significant component of any society without the discrimination of public or private sector. Involvement in decision making and dealings of teachers in

schools has an increasing impact on students, colleagues and on school as a whole. In Pakistan, frequently, the proceedings of public sector teachers are attached with the choices and proceedings of the executive authority or the supervision. Teachers have least amount of power and control over different phases of their life in an organization, as well as arrangement of time, and in choosing the methods of instruction. On the other side, in Pakistan, a mainly public sector-centric view of education system prevails. Accordingly, balance of spread of the teaching force is more towards public sector. Additionally, behaviours of students remain the important part of research in Pakistan. Less attention is paid on teacher's behaviours, specifically, behaviours requisite for being good citizens of the organization and extra-role behaviours or Organizational Citizenship Behaviours (OCBs).

1.2 Statement of the problem

Recognizing the significance of the teachers as a component of any society, and realizing the importance of teacher behaviours, particularly, Organizational Citizenship Behaviours (OCBs), this study was aimed at examining teachers' empowerment and their Organizational Citizenship Behaviours in order to find out the relationship between teacher empowerment and teachers' organizational citizenship behaviour in Islamabad model schools.

1.3 Objectives of the study

The objectives of the study were to:

1. Explore Teacher's Empowerment in Islamabad model schools.

2. Find out teacher's Organizational Citizenship Behaviour in Islamabad model schools.
3. Find out the relationship between teachers' empowerment and organizational citizenship behaviour in Islamabad model schools.

1.4 Hypotheses

The null hypotheses of this study were as following:

- H₀₁ There is no significant relationship between teachers' empowerment and organizational citizenship behaviour in Islamabad model schools.
- H₀₂ There is no significant relationship between teachers' participation in decision making and their organizational citizenship behaviour in Islamabad model schools.
- H₀₃ There is no significant relationship between teachers' professional development and their organizational citizenship behaviour in Islamabad model schools.
- H₀₄ There is no significant relationship between teachers' status and their organizational citizenship behaviour in Islamabad model schools.
- H₀₅ There is no significant relationship between teachers' self-efficacy and their organizational citizenship behaviour in Islamabad model schools.
- H₀₆ There is no significant relationship between teachers' autonomy and their organizational citizenship behaviour in Islamabad model schools.

H₀₇ There is no significant relationship between teachers' impact and their organizational citizenship behaviour in Islamabad model schools.

1.7 Significance of the study

This study will be useful for:

- Policy makers for recognizing the significance of teacher empowerment and its consequences in the form of effecting the teachers' behaviours specially, effects on OCBs and pay considerable attention towards empowering teachers while making the educational policies.
- Head of the institutes to be familiar with the effects of teacher empowerment on behaviour of teachers specially, the effects on the Organizational citizenship behaviours which, according to the researches, is really important for any organization to be strong and unbreakable.
- The results of this study will facilitate teachers to understand the significance of empowerment for their personal and professional growth.
- The results of this study will also contribute to the body of research on both teacher empowerment and organizational citizenship behaviours. Up to now, limited researches have been carried out, connecting and studying these two variables in Pakistani public schools. So, this study will also be an addition to understanding these variables in Islamabad model schools.

1.6 Delimitations of the study

This study was delimited to:

- Girls schools
- Urban schools
- Secondary schools

1.7 Operational Definitions of major terms

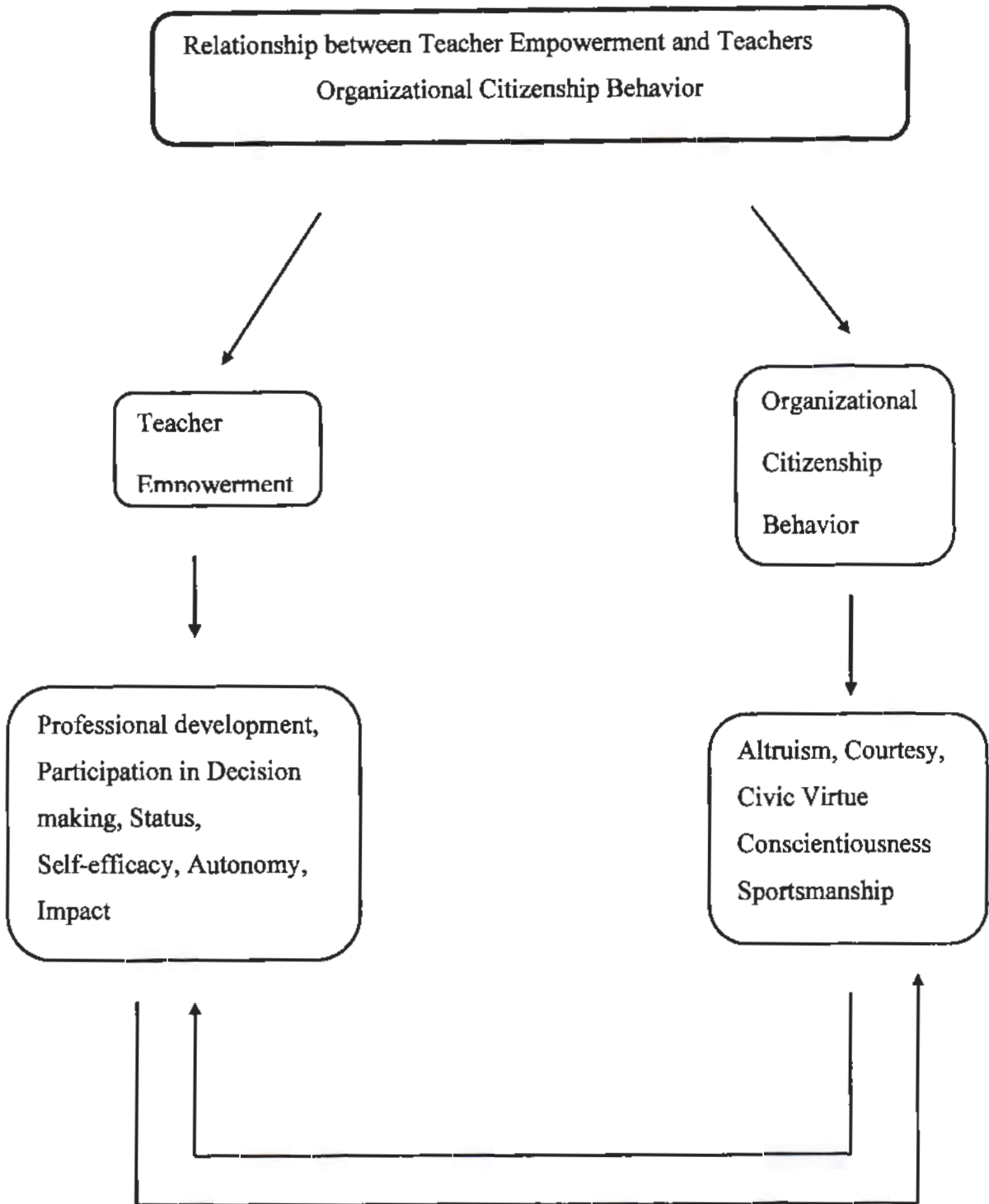
1.7.1 Teacher Empowerment

Teacher empowerment is a process in the course of which teachers develop the capability to control their personal and professional development and sort out their personal problems''.

1.7.2 Organizational Citizenship Behaviour (OCB)

Organizational citizenship behavior are those behaviours that go beyond specified role requirements, not directly recognized by the organizational reward system and are directed toward the organization as a unit, the team, and the individual, in order to promote organizational goals.

1.8 Conceptual framework



1.9 Research Methodology

This study measured teachers' overall perception of empowerment and their organizational citizenship behaviours by using a closed ended questionnaire, the design of the study is quantitative and nature of the study is correlational.

1.9.1 Population

All the female teachers of Urban Islamabad Model Schools for Girls, Islamabad were the population of this study. There are 23 urban girls' model schools in Islamabad. In these schools total number of female teachers is 652. (Federal Directorate, 2013)

1.9.2 Sample of the study

From the selected population, 9 schools (40%) were selected as the sample for the study. Number of teachers in these selected schools was 198. All the teachers of these schools were selected as the sample of the study. Sampling method used was cluster sampling.

1.9.3 Research Instrument

Questionnaire was used as data collection instrument in this study. In questionnaire items related to teacher empowerment were developed in the light of previous literature. In questionnaire items related to Organizational Citizenship Behaviour were developed in the light on previous literature Organizational Citizenship Behaviour. Statements related to teacher empowerment were developed on the bases of six dimensions identified by Short and Rinehart (1992) decision making, professional development, status, self-

efficacy, autonomy and impact. Statements related to organizational citizenship behaviour were developed on the bases of five dimensions identified by Organ (1988) altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. According to the six dimensions of teacher empowerment and five dimensions of OCB, questionnaire was divided into eleven sub scales containing multiple numbers of items. Each dimension has been categorized into 5 point lickert scale ranging from strongly agree (5) to strongly disagree (1).

1.9.4 Data Collection

For the data collection purpose researcher personally visited all the female teachers of selected Islamabad Model Schools.

1.9.5 Data Analysis

While analyzing the data, the objectives and hypothesis of study were kept in mind. Data were presented in tabular form followed by its interpretation. Percentage and frequency was used to explain the demographic information of the respondents, the relationship of the two variables was calculated through Pearson Product Moment co relational Analysis. The level of significance used to test the hypothesis was 0.05.

Chapter 2

LITERATURE REVIEW

2.1 Teacher Empowerment

2.1.1 Concept of Empowerment

Chamberlin (2008) described empowerment as a process in which people have authority to take decisions, access to resources and information alternatives, a feeling that individuals can make a difference, self-initiated development, and ability to take action. Allow lowest level people to take decisions, put them in charge to perform according to those decisions, and let them be accountable for taking those decisions. This is based on a very famous leadership and management concept of “empowerment”. Empowerment is a procedure rather than a product---a passage rather than a destination (Blanchard, & Paul, 1994). It is a change in approach that starts at the top and filters all through an organization.

Zimmerman (1995) recommends that empowerment is a succession in the course of which persons build up the capacity to: (1) significantly evaluate their situation; (2) assess the need for alteration (personally and/or organizationally); (3) know their potential to guard the capital compulsory for the adaptation; and (4) take steps to make positive changes in their personal, social professional lives. The notion of empowerment has been applied in organizations as an effort to reform the place of work, both at national level and international level; to increase effectiveness; to develop self-

confidence in employee; and to decrease turnover (Spreitzer & Doneson, 2005). Researches on empowerment have been conducted on community related issues, such as political contribution (Freire, 1972) and healthcare (Laverack & Wallerstein, 2001). The literature is also concentrated on the significance of empowering members of society for independence, mainly the mentally and physically handicapped (Van Houten & Jacobs, 2005).

2.1.2 Concept of Teacher Empowerment

During the last few decades, educational researchers defined the construct of empowerment similarly. Lightfoot (1986) defined teacher empowerment as an individual's chances for autonomy, responsibility, choice, and power. Maeroff (1988) explained that teacher empowerment necessitates autonomy, gratitude, opportunities for continuous learning, and access to decision making. Teachers' empowerment is an investment, a right to take part in the progression of deciding goals of school and policies and the right to implement professional judgment about the content of the curriculum and teaching methods (Bolin, 1989). Melenyzer (1990) apprehended that empowerment results in improved professionalism as teachers gain the chance and self-assurance to take action based on their ideas and ultimately put an effect on the profession.

Dunst (1991) in his research supported two issues on the subject of teacher empowerment. First, empowerment requires that schools make possible such experiences which promote autonomy, choice, control, and responsibility. Secondly, empowerment requires that school provide teachers with opportunities to exhibit their accessible

competencies, also learning new competencies that will maintain and make stronger the organization.

Kirby & Bryson (2002) defined factual empowerment as the partaking in decision making, authority over classroom and school level issues, and chance to acquire the knowledge necessary for these types of authority. Kirby further explained that there are three key fundamentals of empowerment: (a) the capability to take action, (b) the chances to act, and (c) the longing to act. The spirit of empowerment is a combination of appreciation and sense of worth for a teacher which permits them to take responsibility for and take part in work-related decisions. Owens and Valesky (2007) explain that by utilizing a teacher's passion including his or her ambitions, beliefs, and values, empowerment permits teachers to see the significance of their daily work and the association to the mission of the entire school.

2.1.3 Six Dimensions of teacher empowerment

According to Short (1992), Empowerment is a group of decision making, professional growth, status, self-efficacy, autonomy, and impact. Together, these six dimensions provide a foundation for understanding the type of work locale that supports the creation of empowered teachers (Short, 1992).

1. Decision making

Decision making is the first dimension of empowerment. Decision making was defined as the involvement in serious decisions that directly influence a teacher's work (Short, 1992). In many situations, this means involvement in the decisions concerning

financial plan, time plan, and other areas of organizational life. Providing that important role to teachers within school decision making processes is a key component in empowerment. Teachers get the chance to be increasingly in charge of their work environment. Though, for teacher contribution in the processes of decision making to take place, it is important that teachers think that their participation is real and their judgments have significant impact in the results of the decisions. The school climate that supports teacher's participation in decision making is characterized by frankness, having confidence in others, and risk taking (Short & Greer, 1997). Such atmosphere motivates teachers to make an effort for introducing new ideas and approaches. Ashton and Webb (1986) held that those teachers, who exhibited disenchantment and discontent over their lack of power required for influencing the processes of decision making, experienced that these processes were not discussed with them and that made them to suffer that they could not make good decisions. On the contrary, when teachers receive the ultimate responsibility to make decisions confirms them that they have high-quality thoughts and are trusted to make good decisions (Short et al., 1991).

2. Professional growth

Professional growth, the second dimension, was defined as the view that there is the availability of chances for professional enlargement, expansion, continuous learning, and expansion of skills (Short, 1992). It is the perception of teachers that the school to whom they are providing their services, provides them with chances to grow up and enlarge professionally, to learn continually, and to enlarge their personal skills through the career in the school. Growth of the staff can become the base for enlargement of skills of teachers and mutually respectful relationship among coworkers that ultimately guides

towards novel and real approaches to teaching and learning (Blase & Blase, 2001). Glenn (1990) proposes that the definite fact behind the concept of empowerment is influence, resulting from grasp on the subject matter and obligatory teaching skills. Maeroff (1988) considers that crucial for the empowerment of teachers is helping them out in being up to date about teaching, and in raising a collection of teaching methods. Blase & Blase (2001) gives suggestions for leaders who want to implement professional growth opportunities. These suggestions are: (a) linking the activities to the vision of school, (b) providing a multiplicity of opportunities, (c) regarding teacher judgments concerning implementation, (d) being familiar of trends, (e) striving for embedded activities within the school day, and (f) avoiding decay in opportunities.

3. Status

Status, the third dimension of empowerment, was defined as the perception of professional esteem and appreciation among social group in an organization (Short, 1992). Teachers consider that they have the admiration of their colleagues as an individual and for their knowledge and skills. The schools where teachers are empowered, there exists a community of learners who admire and trust each other, learn from each other's individual capabilities, and appreciate their enthusiasm for teaching (Blase & Blase, 2001). Principals should often use admiration to recognize the contributions of teachers, the problems and difficulties linked with the occupation of teachers, and distinguish special accomplishments (Blase & Blase, 2001). Blase and Kirby (2000) suggested those principals who give time to their teachers to discuss challenges faced by them will find teacher motivation and self-confidence. They believe that for being effective, appreciation must be actual, personal, and address a specific

achievement. Furthermore, they also found that praise did not need to be extensive or even verbal. A non-verbal gesture such as a smile is also adequate to increase teacher spirits.

4. Self-efficacy

Self-efficacy, the fourth dimension of this phenomenon, was defined as the perception that the teacher has the skills and abilities to impact student learning (Short, 1992). Self-efficacy refers to the belief of teachers that they have the aptitude and potential to help students out in their learning, they are competent in planning and executing useful programs for students, and that they can bring positive changes in student as individuals. For Bandura (1977), self-efficacy is an individual's conviction that he/she can productively carry out the behaviors required to produce a desired outcome. This is a broader definition of self-efficacy. The opportunities of empowerment develop self esteem and communication skills of teachers (White, 1992). Availability of opportunities for professional growth and support to teachers, leads to impact on self-efficacy as well as feelings of self-confidence and the tendency to try innovative teaching techniques in classroom (Blase & Blase, 2001).

5. Autonomy

Autonomy, the fifth dimension of empowerment, was defined as the perception that the teacher can control various aspects of their work (Short, 1992). Blase and Blase (2001) distinguish the three characteristics of autonomy; First, teachers have control over instructional areas within the classroom, second, control over non-instructional areas such as classroom discipline, and third, the determination of needs for supplies and materials.

The trademark of autonomy is the sense of liberty in taking various decisions. The atmosphere of schools that endure experimentation of new ideas and innovative approaches by teachers also build up teachers' sense of autonomy. Autonomy is an important component in the achievement of success (Firestone, 1991). In such autonomous settings of the school, teacher form the enlightening atmosphere of the school (Lightfoot, 1986). Rosenholtz's (1987) found that the conservative organizational structure ruins teacher autonomy and leads to teachers' rejection of their profession. Teachers who are granted autonomy indicated that it enhanced their sense of worth, self-confidence, professional fulfillment, resourcefulness, sense of classroom efficiency, and ability to participate in instructional reflection (Blase & Blase, 2001).

6. Impact

Impact, the sixth dimension of the concept, was defined as the perception that the teacher can affect and influence the school (Short, 1992). Ashton and Webb (1986) contemplate that teachers' confidence is build up: (a) when they percceive that their decisions and actions are significant, (b) they are executing these decisions skillfully, and (3) they arc acknowledged for their achievements. In her research about good schools, Lightfoot (1986) states two sources of teachers' development: firstly, from the appreciation they received from parents and community. Secondly, the encouragement they receive for their ideas. Teachers necessitate challenges and sustainability in order to develop as an individual and professional. Optimistic criticism from co-workers is important to teachers' sense of impact. According to Blase and Blase, (2001), unbeaten principals encouraged empowerment by focusing on teachers as leaders.

Eventually, obligation for empowerment is teachers to be seen as knowledgeable professionals who are competent of moving the organization to higher levels of success (Blase & Blase, 2001).

2.1.4 Advantages of Teacher Empowerment

- **Advantages for teachers**

It can be contended that empowering teachers is important for teachers themselves. Basis of teachers' learning is learning with others and through others. The thought of teachers' learning is expressed by Katzenmeyer and Moller(2001), 'teachers who are leaders; lead inside and outside the class room, contribute to a community of teachers, and regulate others towards enhanced educational patterns". When teachers are heading other teaches in different teams for learning, they are in fact adding up to their own knowledge. While training and instructing others, they find out a new approach towards their own teaching methods. Giving peer reviews enable teachers to reflect upon their own performance. MacNeil and Silcox (2006) highlight some other benefits of empowerment for teachers themselves. According to them, empowerment makes teachers feel proud of their profession, enhance their self pride and make them elastic to welcome change.

- **Advantages for students**

Students are the center of all the educational practices in a school. No development is valuable unless it deals with the problems of students. Teacher empowerment directly influences students. Empowered teachers show self confidence

and leadership qualities in their everyday actions and students unintentionally learn to lead. According to Saphier et al., (2006) teachers 'do not live submissively at the end of pipeline of change' rather they work with cooperation and take initiatives. Students are the main stakeholders in a school; this cooperation is extended to students automatically. Writers further argue that thinking, understanding, and behaviour of a teacher are the most significant factors in the learning of students.

- **Advantages for schools**

In the modern world, change has occurred to a considerable degree in all walks of life. Schools have also been affected by this change. Therefore, in relation to the changed approach of teachers and students, the old leadership style is no longer successful. So, it can be contented that 'all hands should be on deck' (MacNeil & silcox, 2006) to make schools knowledgeable communities. According to Crow & Pounder (2002), teacher empowerment is a 'new paradigm' which is needed for restoration of school and teachers' growth. The literature on teacher empowerment manifest that cooperation, communication and participation in decision-making are 'the best blinkers of organizational strength (Harris & Muijs, 2005). In addition, teacher empowerment ensures participation of all teachers in decision-making and as a result, they become dependable and answerable for their work which leads to school development.

- **Advantages for principals**

Teacher empowerment is compassionating for principals. Principals can save a lot of time to consider other tasks, by promoting a collaborative culture. Harris (2005) found

it a good management tactic to assign to others a project or a piece of work to be carried through. He is in favor of this approach of empowering teachers because it enhances skills and proficiency of teachers and gives the principal time to 'address other issues'. Cangelosi (2009) also emphasizes the same point that it is helpful for principals to build cooperative cultures because current socio-political conditions are very challenging. He presents a case study of the practice of teacher empowerment in his own school which bears evidence of the success of teacher empowerment.

2.1.5 How to promote Teacher Empowerment

It is not a simple assignment to foster teacher empowerment in schools. MacNeil and Silcox (2006) note that principals must come out of their 'comfort zone' and devote some vigor in establishing positive associations with teachers who will respond through sharing responsibilities. It is hard to take that initially but at the end; it repays the individual at the helm of the affairs. Followings are some of the strategies which can be useful for principals to develop teacher empowerment in schools.

- It is essential to set specific objectives and to have a communal vision. More significant is to communicate that vision so that all teachers may know about their destination.
- Principals should understand that no one can survive without dependable networks of people and realize that they can trust on a group of teachers which already exists in school.
- Acknowledgment and admiration act as oxygen for teacher. It is essential to give encouraging feedbacks. If criticism is unavoidable, it should be positive.

- Principals should 'make space at the table' for teachers and their innovative ideas. A principal should be a good listener in order to encourage teachers to speak.
- Teachers will never take initiatives if their principals do not trust them. Trust is a hidden connection between a principal and teachers.

2.1.6 Barriers to Teacher Empowerment

Journey of teacher empowerment is full with a lot of obstacles which require to be removed to make it actual. Study of the relevant literature reveals that there are a number of hindrances which make it hard for teacher empowerment to be proficient in actual situations (Katzenmeyer & Moller, 2001). Some of the hurdles that can be fronted on the way to teacher empowerment are as following:

1) Teachers' unwillingness

It is significant to note that teachers themselves are sometimes reluctant to take some empowered roles because of a lot of reasons. According to Cangelosi (2009), teachers are so used to being follower and dependents that they are not ready to be leaders. This lack of eagerness and inspiration on the part of teachers is a most important barrier in the way of teacher empowerment. Barth (2001) points out that those teachers like to be 'at rest' because it is secure for them to do so. There is most of the time a 'comfort zone' for teachers where it is easy to be subordinate or be free; the majority of the teachers like being in that zone because if they come out of that, they will be given responsibilities and held accountable for all their decisions.

2) Principals' reluctance

Sometimes principals themselves can be a fence to teacher empowerment because a collective approach of power confronts the status of principal (Barth, 2001). The principals are in need to split authority with teachers and have to accept several leaders who are given the power of directing and decision making. Principals should be cautious about how much power they will allocate to teacher and how much will remain with them. If not done properly, this distribution of authority and liability can be terrible for the school (Harris, 2005).

3) Numerous Responsibilities

Factors such as unavailability of sufficient time and a lot of tasks are also big barriers to teacher empowerment. Lindahl (2008), points out that, teachers give up empowered roles willingly because they have to take on a lot of everyday jobs. Other than the responsibilities at work, they might also have household responsibilities to take care of. Time is an essential aspect which should be considered because large number of demands can lessen teachers' eagerness to lead and their class room presentation can also be affected (Norton, 2009).

2.1.7 Barriers to Teacher Empowerment in Pakistani context

- **The behavior of principals**

Leadership style of principal of the school, leaving limited scope for democratic values, is authoritarian. Oplatka (2004) explains how, in many developing countries, principal behaves as if he were "the king of the realm". Generally, principal has the final say and

philosophers have already recognized that the citizenship controlled numerous related tasks and give emphasis to that, a dependable citizen must be in the stability of the fulfillment, the loyalty, and the participation. In 1990, Organ in his book *Organizational Citizenship Behavior: A Good Soldier Syndrome* defined the organizational citizenship behavior as “the total of the staff’s unplanned behaviors that are not clearly recognized or directly acknowledged by the official salary system of the organization, what in general promote the performance and efficiency of organization”. The practical meaning for the OCB lies in enhancing the organization’s effectiveness and the operational efficiency by the transformation of resources, the innovation of resources, and the adaptation of resources.

Graham (1991) expanded the political philosophical concept of the citizenship to the organizational context, and conceptualized the organizational citizenship behavior as a more holistic concept. According to Graham (1991), the compliance reflects the organizational members’ acceptance to the organizational governance structure, the job descriptions, the personnel policies, and other related rules. The loyalty is defined as a kind of loyal commitment to the organizational manager and the organization, beyond the narrow ideology of individual self-interests. The optimistic contribution means contributing in the activities which are not mentioned in the job description but benefit the organization like sharing useful information and suggestions with others. The more broad concept contain the conventional in-role prescribed job behavior, extra-role behavior, and the political behavior, while those have been neglected by the conventional researches on the citizenship behavior. On the foundation of constantly intensified researches on the organizational citizenship behavior, Organ (1997) further improved his

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his ideas (rather orders) are silently accepted by all teachers. Most of the time, main ideas eligible for the benefit of the school or the students are not even known. It is because of the reason that a culture of unconditional acceptance has penetrated throughout the society and the same is the case in educational institutions. The idea of teacher leadership or shared leadership could not flourish because of dictatorial values present in the society in general and in educational institutions in particular.

- **Lack of professional development opportunities**

Education and professional development for teachers is not reviewed very much in Pakistan. Even during pre-service training, empowered role is not exposed (Davis and Iqbal, 1997). Teachers are taught as classroom teachers who are likely just to teach their students, not to direct them. The Pakistani government's professional development program is trying to introduce various sub programs, but are not needs based. Such programs are ineffective unless they provide to teacher's necessities because professional development is about teachers and their scholarship, not about programs (Bredeson, 2003). During pre-service training and in-service training, teachers are not trained in a way which can motivate them to be lifetime learners (Riaz, 2009).

- **Traditional hierarchical structure**

Educational institutions of Pakistan are still following the traditional hierarchical structure (Simkins, 2003 ; Simkins, 1998). Therefore, it is noticed that formal leadership positions for teachers are present in Pakistan and teachers are designated as vice principals or heads of different departments but these positions remain formal in the real

sense of the word. These 'formal' leaders are allowed to contribute only in administrative tasks.

- **Research- based teacher training culture**

Research is an isolated theory in Pakistani educational institutions. This is neither the first nor the preferred in pre-service and in in-service training. Davies and Iqbal, (1997) find 'no indication of a teacher training culture that is exploratory or research-based in nature which would produce an independent learner or a thoughtful practitioner'. Higher educational institutes are promoting research based culture, but in schools, the notion of research does not exist. Principals are already so occupied with administrative tasks that they do not have time to think of empowerment at all. They do not get time to read modern literature and explore up-coming trends which they can apply to develop empowerment practices. Therefore, no development takes place.

- **Political and bureaucratic interference**

"Political and bureaucratic interference' has been reported by Retallick and Mithani (2003) in all areas of education in Pakistan.

- **Lack of healthy criticism and peer review**

There are many facets of organizational culture which are disadvantageous to teacher empowerment. For instance, there is no thought of positive criticism and peer review. Teachers, who initiate some innovative project, are criticized by other teachers. They are considered very ambitious with a definitive purpose to be in the good books of

the principal. This kind of culture plays its part in making them unfriendly with their peers. An additional disappointing factor is if they finally accomplish something, they are cherished, but if they do not succeed, they are held responsible for all the failure. As a consequence, they do not dispose to take initiative in the future.

- **Syllabus prescribed**

In Pakistan, syllabus is prescribed by the government and teachers are required to teach that pre-prescribed syllabus. They are not encouraged to experiment with new approaches and areas (Memon et al., 2000).

- **Low salary**

Low levels of salary ruin the incentive of teachers for any kind of inventiveness because most teachers have other part-time jobs or businesses to earn and to make their living standard and up to the mark (Ishtiaq, 2009).

- **Unwillingness of teachers**

Last but not least, for a huge mainstream of teachers in Pakistani schools, teaching is not a profession of teacher's own choice. They are teachers only because they cannot get any other job. The reality that these unenthusiastic teachers keep on to teaching forever makes the circumstances of inferior quality (Ishtiaq, 2009).

2.1.8 Empowerment Research in Education

Educational researchers have distinguished associations between numerous organizational variables and the construct of empowerment. David (1989) concluded that school-based administrations, which necessitate a strong dedication to professional growth, can result in improved teacher contentment and self-esteem. School-based management was defined as a combination of school-level self-sufficiency and participation in decision making (David, 1989).

White (1992) considered the effects of improved choices to take Decision, consequential from decentralized management, on the perceptions of teachers about their work life and their sense of effectiveness. The research exposed development in five important areas of the work life of the teachers as a result of improved autonomy and decision making opportunities: (a) teacher's self-confidence, (b) student enthusiasm, (c) communication inside the school and the district, (d) teacher maintenance, and (e) knowledge of teacher about district and school goals and priorities.

In a broad analysis of the literature on teacher commitment, Firestone and Pennell (1993) categorize three of the empowerment sub-scales pointed out above, Decision Making, Autonomy and opportunities for Professional development, along with joint opportunities and way in to school resources as strappingly associated to the organizational commitment of teachers. In their study about empowerment and school efficiency, Wall and Rinehart (1998) found that high school teachers felt high levels of status and self-efficacy but described low levels of involvement in decision making.

(Thornton & Mattocks, 1999) found Empowerment of teachers as a key to school development efforts. Sweetland and Hoy (2000) considered the relationship between teachers' empowerment and school effectiveness. The results of this study pointed out that though the relationship between teacher empowerment and achievement of student is many-sided, the two are highly related. After using objective measures of student attainment in arithmetic and understanding, teacher empowerment was an important forecaster of student achievement.

Blase and Blase (2001) carried a qualitative study about the relationship between the behaviours of principal and teachers' empowerment. 285 teachers were the contributors in the process of implementing shared-governance structural models. Researcher brought forth suggestions for principals who are interested in employing empowerment schemes in their schools. One of the suggestions was to support professional autonomy by allowing teachers to give voice to their ideas and make them free to select supplies and methods of teaching (as well as the sum of time spent on a topic) instead of ordering them what and how a subject should be taught. One more suggestion was to promote novelty by permitting teachers to use new resources and methods of teaching, accordingly, supporting risk taking in the classroom. Furthermore, they suggest that allowing teachers to be independent and novel will promote creativeness, enlarge their sense of classroom effectiveness, their sense of worth and their instructional confidence.

Bogler and Somech (2004) studied the relationship between teacher empowerment and Organizational Commitment, Professional Commitment and

- **In-role vs. Extra-role behavior**

It is important to make a significant difference among in-role behavior and extra-role behavior. The purpose of making this distinction is to separate two types of behaviour from each other. First are the type of “behaviors which are obligatory for the execution of allotted duties and responsibilities. This type of behaviour is called in-role behavior. Second type of behavior go beyond the formal job explanation, this is called extra-role behavior (Van Dyne et al., 1995). In-role behaviors are codified in situations, descriptions and role necessities, or the recognizable schedule of organizational performance. As a significant social psychology theory, the role theory gives the academic base for the explanation of the variation and the consistency of the individual behavior (Lynda et al. 2009). The vital concept of the role theory is the role. The word “role” came from the theater, in the beginning referring to the script regulating the behavior of actors. The social psychologists believe that positions of people in the social associations decide their social behavior, which is alike to the script regulating the behavior of actors. The society locates the common behavior, philosophy or values for the implementers of assured social role (Robert Esenberg et al., 2004). As a member of an organization, individuals’ behaviors should be different according to the difference of particular positions. This at the base of it, the concept of the in-role behavior came into being.

OCBs or extra-role behaviors are optional in nature and are generally not known by the official salary system of the organization (Podsakoff et al., 1996). Organ (1988) also agrees that OCBs comprise of constructive behaviours which are required from the

official job explanation and the category of OCB should fall in extra-role behavior.

- **Organizational Citizenship Behavior**

The term “citizenship” was introduced by Bateman and Organ in 1983 as behaviors that oil the social machinery of any organization and attach a label to personnel who exhibits such behaviors as “good citizens”. OCB do not have a long history. Its bases can be followed back to Barnard (1938), who illustrated that for achieving organizational objectives, staff should be prepared to work collaboratively by trusting and supporting each other. Katz (1964) points out that there are three types of primary behaviors that have central impact on the efficient functioning of the organization. Firstly, people must decide about entering in an organization and holding the identity as the member of that organization; secondly, members of the organization must accomplish the precise requirements for the role in mutually supporting way; thirdly, members of the organization will spontaneously produce numerous actions additional to the role requires. In order to draw attention to the significance of third type of behavior, Katz (1964) said that: establishments that only count on the behaviors necessary by the formal job description were frail and weak social systems.

Latterly, Smith and co researchers (1983) take the third type of behavior as the subject of their study. In 1988, five years after the emergence of the term OCB in the literature, Organ gave an extended analysis of OCB with a more elaborated definition. That is OCB is a type of behavior exhibited by a worker within organizational settings but is non-compulsory, not straightaway acknowledged by the official payment system and that collectively regulates the proficient performance of the organization. Here term

non-compulsory is used to explain the one characteristic of OCB that these behaviours are not an impossible obligation of the occupational requirement. Such behaviours are, to a certain extent, a subject of individual's own choice, as; its elimination is not generally taken as liable to be punished.

In this way, one can derive three vital individualities of OCB from this definition: First, OCB is non-compulsory in nature and goes far beyond the conventional job requirements. It is not essential for employee to engage in OCBs. Contrasting the conventional job requirements, employee and organization are agreed upon; the exhibition of these behaviors only depends upon the readiness of the employee and it is not enforced by any official order. Secondly, OCBs are not officially acknowledged by the salary system of the organization. Even though, some addition in salary or promotion is possible by the recommendation of the boss, keeping in mind that such addition is not guaranteed in the contract (Organ, 1988). Third, OCBs overall provide strong back up for the expert and effective execution of the organizational efficiency. Organ (1988) explains this divergence by giving an example. According to him, helping a colleague may result in favorable state of affairs for the worker, but when numerous staff members exhibit such behavior regularly, it will enhance efficiency of the organization.

2.2.3 Concept of the organizational citizenship behavior

The examination of the idea of the organizational citizenship behavior could be delineated from the Inkeles (1969)' definition of "what is the citizenship behavior?" The "active citizenship behavior" was explained as the mixture of the compliance, the trustworthiness, and the participation. From the time of Aristotle, the political

philosophers have already recognized that the citizenship controlled numerous related tasks and give emphasis to that, a dependable citizen must be in the stability of the fulfillment, the loyalty, and the participation. In 1990, Organ in his book *Organizational Citizenship Behavior: A Good Soldier Syndrome* defined the organizational citizenship behavior as “the total of the staff’s unplanned behaviors that are not clearly recognized or directly acknowledged by the official salary system of the organization, what in general promote the performance and efficiency of organization”. The practical meaning for the OCB lies in enhancing the organization’s effectiveness and the operational efficiency by the transformation of resources, the innovation of resources, and the adaptation of resources.

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Bogler and Somcch (2004) studied the relationship between teacher empowerment and Organizational Commitment, Professional Commitment and

Organizational Citizenship Behavior in schools. This research confirms the dispute that Professional Growth is an important forecaster of Organizational Commitment of teachers. The researchers also found that Self Efficacy and Status were found imperative forecasters of Organizational Commitment (OC) and Professional Commitment (PC) and Decision Making, Self Efficacy and Status were significant forecasters of Organizational Citizenship Behavior (OCB).

Empowerment also has been studied in relationship to leadership behaviors of principal. A study by Rinehart et al., (1999), of elementary school teachers recommended that when principals used human relations and interpersonal skills while leading the school, high levels of empowerment were expressed. Blase and Blase (2001) in their study of flourishing principals connected with the League of Professional Schools, depicted distinctiveness of principals that contributed to sense of empowerment of teachers in their school. Collective authority, reliance, support, autonomy, novelty, risk-taking, admiration, problem solving, and teachers as leaders were topics related with the useful empowerment of teachers (Blase & Blasé, 2001).

2.2 Organizational Citizenship Behaviour

2.2.1 Behavior

Behavior, as a variable, has induced wide concern in different fields of study. Based on different positions, different fields define it in a different way. The physiology defines the behavior as a reaction of human organs to outer stimulants (Robert Eisenberg et al., 2004). The science of law defines the behavior as a kind of certified truth and an

activity, which is subordinate to the intentions of subjects and can cause legal aftermaths. The behavioral psychology defines the behavior as the all reaction of human beings and animals to any stimulants, as well as the explicit behavior and the implicit behavior. The Gestalt psychology indicates that the human behavior is resolute by the shared relationship between human being and the surroundings (Wexley, K. N., & Yukl, G. C. 1977).

2.2.2 Organizational behaviour

“Organizational behaviour is a field of study that checks out the effect that individuals, assemblage and organizational structure have on individual behaviour inside the organization, for improving an organization’s efficiency”(Kondolkor, 2007).The definition above, has three major basics; first, organizational behaviour is an investigative study of individuals and groups, second, the consequence of arrangement of organization on human behaviour and third , the application of consciousness to achieve organizational effectiveness. These bases are interactive in nature and the effects of such behaviours are functional to a variety of systems so that the objectives are accomplished. The nature of organizational behaviour is investigative to find out cause and effect relationship.

The study of organizational behaviour is linked to the anticipated behaviour of an individual inside the organization. Two individuals at the same time will not behave in the same manner in particular work circumstances. There is no supreme in human behaviour. Research workers, individuals who practice administration, specialists of psychology, and social scientists recognize the extraordinary credentials of an individual,

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environment around him/her, social structure, academic record, effects of social groups and other ecological aspect on behaviour (shukran uma 2004). Culture of the organization, job arrangement and the work conditions are considerable mediators in determining human behaviours. Cause and effect relationship determines how an individual perhaps behaves in particular state of affairs and its effect on outcomes. An appropriate organizational culture can regulate behaviour of a worker. Existing and present trends put greater stress on organizational enlargement and create a beneficial organizational culture for each individual. It also includes developing collaboration and encouragement to obtain the organizational goals.

- **Scope of the organizational behaviour**

Organizational behaviour covers the following areas:

- Effect of personality traits on work situations
- Worker's enthusiasm
- Leadership
- Creating efficient teams and groups
- Study of diverse organizational arrangement
- Individual conduct, approach and knowledge
- Observation
- Structure and growth of successful organization
- Effect of background on organizational behaviour
- Managing the change
- Management of clash and anxiety

- Growth of organization
- Culture of organization
- Group behaviour, power and politics
- Job design
- Study of emotions

- **Primary organizational Behaviors**

For the worker, as a member of an organization, the examination and the explanation to his or her behavior has become the burning topic of the organizational behavior, the organizational science, and other fields of study. Researches on the behavior of the members of staff consist of various characteristics, for example, the deviate behaviour of the employee in the place of work, the loneliness of the member of staff, the pro-social behavior of the employee, and so on. Katz (1964) examined and recognized the three types of primary behaviors that have central impact on the efficient functioning of the organization. Firstly, people must decide about entering in an organization and holding the identity as the member of that organization; secondly, members of the organization must accomplish the precise requirements for the role in mutually supporting way; thirdly, members of the organization will spontaneously produce numerous actions additional to the role required. For the third type of behavior, Katz (1964) said that: establishments that only count on the behaviors necessary by the formal job description were frail and weak social system.

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classic definition and redefined the organizational citizenship behavior as “a succession of involvement in behaviors that continue and improve the social and psychological atmosphere in which job performance takes place”.

2.2.4 Benefits of OCB

OCB is related to lesser rates of employee turnover and absenteeism, but on the organizational level improved production, competence and customer contentment, as well as reduced costs, have also been observed (Podsakoff et al, 2009). As numerous other researchers have noted (Katz& Kahn, 1978; Organ & Konovsky, 1989), OCBs are considerable for the organization because through formal job requirements, organizations cannot expect the complete series of behaviors wanted for the accomplishment of organizational objectives. OCB makes possible the availability of the additional resources in the organization and decreases the need for costly official systems. These days, schools are moving into a new era of restructuring. Required performance defined according to the official job description is vital but not enough for school efficiency. As a result, in the schools there is great need of teachers who are ready to provide their services which are not the part of their official job requirements (Somech &Drach-Zahavy, 2000).

2.2.5 Antecedents

Early research about the antecedents of OCB concentrates on mind-set of member of staff, personality, and encouragement of leader. Lately, researchers inspected various diverse variables to explore the antecedents of OCB. Job satisfaction, organizational commitment, personality traits, job distinctiveness, and headship conduct are the most

considered antecedents of OCB. These antecedents have been studied at both in general and individual levels.

- **Job satisfaction**

Job satisfaction has always been a focal point of research and is one of the most studied notion in the literature on organizational behavior. Until 1990's, on job satisfaction, more than 12000 researches were published (Ghazzawi, 2008). This attractiveness is maybe because of the certainty that job satisfaction may manipulate a vast range of behaviors and make an addition to the well being of human capital (Jones & George, 2008). A meta-analysis of 28 studies was conducted by Organ and Ryan (1995) and results show a modest relationship among job satisfaction and OCB.

- **Organizational Commitment**

Commitment has been defined differently according to the difference of need. The common in all the diverse definitions is the certainty that commitment is a source of attachment between employees and their organization and as a result decreases the turnover rate (Meyer, Becker, & Vandenberghe, 2004). Members of staff can be committed to their organization in different ways, like being committed with career, profession, manager, job itself, and colleagues (Snape, Chan, & Redman, 2006).

- **Personality characteristics**

As for personality characteristics, conscientiousness, responsiveness, and confidence and pessimistic effectiveness gather the most hold up as antecedents of OCB

(Podsakoff, MacKenzie, Paine, & Bachrach, 2000). Specially, conscientiousness has been found in the researches to have a strong relationship with the general compliance, a component of OCB (Organ et al., 2006). On the other hand, it has also been illustrated that personality measures are weak predictors of OCB when matched to attitudinal predictors (Organ & Ryan, 1995).

- **Task characteristics**

Task characteristics have also been studied in relationship to the OCBs. Positive criticism and intrinsic satisfaction are found to be noticeably related to altruism, courtesy, conscientiousness, sportsmanship, and civic virtue. Positive relationship was found among positive criticism, intrinsic satisfaction and OCB. Even though task characteristics have been found to predict OCB, still there is a debate that whether this is a direct effect or a relationship mediated by job satisfaction (Todd & Kent, 2006).

- **Leadership behaviors**

Leadership behaviors have also been studied in relationship to the OCBs. Researchers divide these behaviours into four classes: behaviours related to the transformational leadership style, behaviours related to the transactional leadership style, behaviors related to a leadership theory known as the path-goal theory, and behaviors related to a leadership theory known as the leader-member exchange theory. Behaviours related to Transformational leadership contain communicating the vision, providing a proper model, setting group objectives, and prospects of higher level performance have significant positive relationships with six dimensions of OCB, proposed by Organ.

Transactional leadership style has been further divided into two types of behaviors, contingent reward behavior and non-contingent punishment behavior. Both types of behaviours have significant relationships with dimensions of OCB, proposed by Organ. Additionally, both aspects of the path-goal theory, the supportive leadership and leader role clarification, are positively related to OCB. Podsakoff et al. (2000) found that leader-member exchange was positively related to altruism and an overall composite measure of OCB.

2.2.6 Dimensions of Organizational Citizenship Behavior

Regardless of the increasing interest in behaviors like citizenship, an evaluation of the literature of OCB unveils the fact that there is lack of harmony about the dimensionality of this construct. Undoubtedly, a deep assessment of the literature resulted in almost 30 possible diverse types of citizenship behavior (Podsakoff et al., 2000). Among these 30 dimensions, there is a great theoretical overlap. These can be captured by arranging them into seven common bases: (a) Helping Behavior, (b) Sportsmanship, (c) Organizational Loyalty, (d) Organizational Compliance, (e) Individual Initiative, (f) Civic Virtue, and (g) Self Development.

1. Helping Behavior

Almost every researcher, who has worked in this area, has identified Helping behavior an important type of citizenship behavior. Theoretically, helping behavior includes willingly helping others with troubles in their professional life, or tries to stay away the happening of problems related to work. The first part of this definition

(willingly helping others with troubles in their professional life) includes altruism, peacemaking, and cheerleading dimensions (Organ, 1988, 1990b); interpersonal helping (Graham, 1989); OCB-I (Williams & Anderson, 1991) interpersonal facilitation (Van Scotter & Motowidlo, 1996); and the helping others dimensions from George and Brief (1992) and George and Jones (1997). The later part of this definition comprises of concept of courtesy by Organ's (1988, 1990), which includes tries to stay away from the happening of problems related to work.

2. Sportsmanship

Sportsmanship as a form of citizenship behavior got a reduced amount of consideration in the literature. According to Organ (1990), sportsmanship is "a readiness to bear the unavoidable problems and annoyance of work without being argumentative." Empirical studies (MacKenzie et al., 1993; MacKenzie et al., 1999) that has integrated sportsmanship with the other forms of citizenship behavior and studied them have discovered it to be diverse from them, and to some extent have diverse antecedents (Podsakoff et al., 1996) and consequences (Podsakoff et al., 1997).

3. Organizational loyalty

Organizational loyalty comprises of loyalty of an individual as a member of a specific organization for that specific organization (Graham, 1989, 1991), dispersion friendliness and kindness, shielding the organization (George & Brief, 1992; George & Jones, 1997), defending, maintaining, and protecting goals of organization constructs (Borman & Motowidlo, 1997). Fundamentally, organizational loyalty involves supporting the organization outside the organization, shielding and saving it from the

outsider pressures, and always remains committed with the organization even in difficult situations.

4. Organizational compliance

In the citizenship behaviour area, organizational compliance has a long tradition of research. For Smith et al., (1983) this dimension is generalized compliance; organizational obedience by Graham (1991); OCB-O by Williams and Anderson (1991); considering organizational system and measures by Borman and Motowidlo (1997); and covers some features of job dedication construct by Van Scotter and Motowidlo (1996). This dimension seems to imprison an individual's incorporation and recognition of rules of organization, policies, and processes, which results in a careful devotion to them, even when no one watches or checks compliance.

5. Individual initiative

Individual initiative is another dimension that a number of researchers have recognized as a form of citizenship behaviour. This dimension of OCB is extra-role behaviour only because it includes engaging in behaviours related to the task at a level that is far beyond the minimum obligatory or in general it has a flavor of voluntary actions. These behaviours contain voluntary actions of creativeness and novelty planned to improve the functioning of an individual or the functioning of organization, volunteering to receive additional duties, and encouraging others in the organization to do the same. All of these individual initiative behaviours contribute to the idea that the employee will go "above and beyond" for the accomplishment of the assigned duty. This dimension is similar to conscientiousness construct by Organ (1988), personal industry

and individual initiative constructs by Graham (1989; Moorman & Blakely (1995), making constructive suggestions construct by George & Brief (1992; George & Jones (1997), Borman and Motowidlo's (1997) continue with eagerness and volunteering to carry out task activities constructs, taking charge at work construct by Morrison & Phelps (1999), and some aspects of Van Scotter and Motowidlo's (1996) job dedication construct.

6. Civic virtue

This dimension deals with organization as a whole in terms of commitment and large scale interest. This exposes when an employee exhibits his/her willingness to contribute vigorously in its functioning, to protect its atmosphere from pressures, threats and chances; and to searching for its best interests. Furthermore, employee is willing for that functioning even at great personal cost. This dimension has been referred to as civic virtue by Organ (1988, 1990b), organizational participation by Graham (1989), and protecting the organization by George and Brief (1992).

7. Self development

The last dimension of OCB is self development. Based on the work of Katz (1964), George and Brief (1992) acknowledged self development as major dimension of citizenship behavior. Developing oneself comprises of intentional behaviors in which workers are engaged to increase their professional relationship with colleagues, skills, and potential. George and Brief (1992) describes that self development may consist of "looking for and getting benefits from advanced training courses, seeking the latest improvement in one's field and profession, or yet learning a new skills for expanding the

variety of one's contributions to an organization." Captivatingly, self-development does not have any empirical confirmation in the citizenship behavior literature.

2.2.7 Dimensions by Organ

Organ (1983) identified five dimensions of organizational citizenship behaviour. These dimensions are altruism, conscientiousness, civic virtue, courtesy, and sportsmanship.

- 1. Altruism** deals with intentional actions that are directed towards helping another person with problem related to the work such as training a new employee for using the equipment, helping a colleague who has a huge amount of work to do.
- 2. Courtesy** is the second dimension that deals with the actions by an individual specially to avoid social problems from taking place. These actions are: giving useful advance to others, changing the work schedule for some colleague who is in need of it, or discussing the consequences with others before taking any actions that would affect them (Organ, 1990). The fundamental thought of courtesy is try to stay away from actions that make hurdles for work of colleagues and make it harder. Also giving them enough time notice to get prepared when your work changes add to their loads. Leaving the copier or printer in good condition for others' use is an example of courtesy at work (Organ, Podsakoff, & MacKenzie, 2006).
- 3. Civic virtue** is defined as productive participation in the political process of the organization. Participation by attending the meetings those are not compulsory but are considered important for the better functioning of the organization.

Involvement in the political process by sharing opinions, discussing the issues of the day with colleagues, and reading organizational interactions such as mails for the effectiveness of the organization. Secondly, having information about the change in the organization. This will be done for dual functions, if the change is positive, to change oneself accordingly, but if there are some drawbacks, to bring them on the table for discussion.

4. **Conscientiousness** is a model of OCB dealing with the self-consciousness of a member of staff about attendance and not taking extra and long breaks. Furthermore, going beyond the minimally compulsory levels of attendance, regularity, punctuality, housekeeping, preserving resources, and matters related to the internal maintenance. Exhibiting self-control and following rules and regulations of the organization even when no one is observing.
5. **Sportsmanship** is defined as “willingness of the employee about not to complain needlessly when experiencing the unexpected inconveniences and mistreatment while exercising a professional activity” (Organ, 1990). It is the readiness to bear the unavoidable problems and annoyance of work without being argumentative. It refers to not complaining needlessly and being positive and tolerant towards difficulties that may be experienced in the workplace.

2.2.8 Related Concepts

Various different constructs that have similarities with OCB have been identified in literature. For the better understanding of OCB, it must be differentiated from other similar concepts. The noteworthy division should be made between OCB and Pro-social

Organizational Behaviour, Organizational Spontaneity, and Contextual Performances.

1. Pro-social Organizational Behaviour

Brief and Motowidlo (1986) has worked a lot on pro-social organizational behaviour. They defined pro-social organizational behaviors (POB) as “ these behaviours are carried out by a employee of an organization that are projected for an individual, group, or an organization with whom he or she is working together while carrying out his or her job responsibilities and carry out with the intention of supporting the wellbeing of the individual, group, or organization toward which it is directed” (Brief & Motowidlo, 1986) The main distinction with OCB is the reality that all pro-social organizational behaviours are not organizationally constructive and serve the effectiveness of the organization. Pro-social behaviours could be role-prescribed or extra-role. Adding to this, POBs are disapproved of because of the reality that it covers a vast range of behaviors and it does not limit itself with behaviors that have direct or particular organizational application (Organ, Podsakoff, & MacKenzie, 2006).

2. Organizational Spontaneity

Work of Katz (1964) is the base for the concept of organizational spontaneity. George and Brief (1992) defined organizational spontaneity (OS) as “extra-role behaviours that are carried out willingly and that play role in the efficiency of organization”. In research, the term spontaneity is not used as impulsive acts, but as behaviours that are charitable and improve organizational competence. OS has been further divided into five forms, helping social group, shielding the organization, making creative suggestions, self enlargement, and distribution helpfulness. OS is linked to but is

dissimilar from citizenship behavior in terms of its organizationally acknowledged salary system. OS is directly acknowledged by the official salary system. On the other hand, OCB is not directly acknowledged (Moorman & Blakely, 1995).

3. Contextual Performance

Borman and Motowidlo (1997) define contextual performance as “actions that make an addition to the technical core of organization. This addition can be direct by implementing a part of its technical procedure or can be indirect by providing it with advantageous supplies or resources”. According to the definition of contextual performance by Borman and Motowidlo (1997), CP brings together many concepts in itself. Borman and Motowidlo got assistance from Smith, Organ and Near’s (1983) organizational citizenship behavior, Brief and Motowidlo’s (1986) pro-social organizational behavior, and Organ’s (1988) sportsmanship, and courtesy dimensions while defining contextual performance. Borman and Motowidlo (1997) identified dimensions of contextual performance and tried to sum up all these concepts in these five dimensions which are persisting with passion and additional attempt as essential to fulfill personal job responsibilities effectively, volunteering to perform job related actions that are not formally part of their own job, providing backup to others in difficult situations, following organizational policy and set of laws, being appreciative, and shielding organizational objectives (Borman & Motowidlo, 1997).

2.2.9 Citizenship Behaviours in a Cross-Cultural Context

Studies have also been conducted on the probable consequences that cultural context might have on citizenship behavior. Numerous different cultural consequences are possible. Cultural context may affect: (a) the types of citizenship behavior found in organizations; (b) the time span among the occurrence of different types of citizenship behavior; (c) the supremacy of the associations among citizenship behavior and its background factors and effects; and (d) the machinery which produces citizenship behavior, or through which it influences organizational success.

The belief that what make up citizenship behavior diverge across cultures. Lam, Hui and Law (1999) found that a five-component approach of organizational citizenship behaviours (OCBs): altruism, conscientiousness, civic virtue, courtesy, and sportsmanship were replicated in Japan, Australia, and Hong Kong. On the other hand, Japanese and Hong Kong human resources were more possibly define some grouping of OCBs like courtesy, sportsmanship as part of 'in role' behaviours as compared with Australian and U.S. employees. Likewise, Farh, Earley and Lin (1997) developed a native OCB measure in Taiwan and established that though altruism, conscientiousness, and identification qualified as ethic dimensions of OCB. Sportsmanship and courtesy were not found to be dimensions of the OCB construct in the sample from Taiwan. According to Meyer et al., (2002) normative commitment is more strongly connected with OCBs in non-Western contexts, while affective commitment is predominantly significant for OCBs in the United States. Self-esteem for the organization has been found to mediate the effect of collectivism on OCBs (Van Dyne et al., 2000). Researchers

find out that commitment to one's supervisor is an additional influential predictor of OCBs than are organizational attitudes in the Chinese context (Cheng et al., 2003).

2.2.10 Relationship between Teacher Empowerment and OCB

Researches on OCB in schools are very limited (DiPaola & Tschannen-Moran, 2001). Involvement in decision-making, one of the dimensions of teacher empowerment, has been found to be related to the OCB in a multiplicity of contexts (Porter, Lawler, & Hackman, 1996). Self-efficacy has been found to be related to OCB toward the team and the organization, but not related to the student (Somech & Drach-Zahavy, 2000). Bogler and Somech (2004) studied the relationship between teacher empowerment and Organizational Commitment, Professional Commitment and Organizational Citizenship Behavior in schools. They suggest that teachers' OC is related to how powerfully they recognize with and are concerned with their schools. The teachers' PC refers to the relationship between their sense of worth and their job routine. Teachers' OCB is behaviour that is significant to the efficient performance of their schools and is not essentially formally rewarded (Bogler & Somech, 2004). On the whole, the result of the study was; when teachers feel that they are involved in any of the teacher empowerment mechanism and the more that feeling get stronger, the more they expressed commitment towards the organization, the profession, and OCBs. Decision Making, Self Efficacy and Status were important forecasters of Organizational Citizenship Behavior (OCB). They claim that perceptions of empowerment are strong motivational forces, and the resulting behaviour directs to more advantageous results for the schools in which teachers work.

Chapter 3

RESEARCH METHODOLOGY

The major objective of this study was to measure relationship of teachers' overall perception of empowerment and their organizational citizenship behaviours in Islamabad Model Schools for Girls.

3.1 Design of study

The design of the study was quantitative and nature of the study was correlational.

3.2 Population of study

All the female teachers of Urban Islamabad Model School for Girls were the population of this study. There were 23 urban girls' model schools in Islamabad. In these schools, total number of female teachers was 652.

3.3 Sample of the study

From the selected population, 9 schools (40%) were selected as the sample for the study. Number of teachers in these selected schools was 198. All the teachers of these schools were selected as the sample of the study. Schools as clusters of teachers were selected through Random Sampling. Thus the sampling technique used in the study was cluster sampling.

3.4 Research Instrument

For the data collection, a questionnaire was used. In questionnaire items related to teacher empowerment were developed in the light of previous literature on teacher empowerment. In questionnaire items related to Organizational Citizenship Behaviour were developed in the light of previous literature on Organizational Citizenship Behaviour. Statements related to teacher empowerment were developed on the bases of six dimensions identified by Short and Rinehart (1992) decision making, professional development, status, self-efficacy, autonomy and impact. Statements related to organizational citizenship behaviour were developed on the bases of five dimensions identified by Organ (1988) altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. According to the dimensionality of the variables, questionnaire was divided into eleven sub-classes containing multiple numbers of items. Each dimension was categorized in to 5 point lickert scale from strongly agree (5) to strongly disagree (1). The scale has been converted in to the continuous data of each respondent by taking mean of each category of the scale. Questionnaire consists of two parts, part 1 is about the demographic characteristics of the respondents and part 2 is about teacher empowerment and organizational citizenship behaviors.

Part 1

Demographic information of respondent (Items 1 to 3)

Part 2

Teacher Empowerment (35 items)

- A. Decision making (Items 1 to 6)
- B. Professional growth (Items 7 to 12)
- C. Status (Items 13 to 18)
- D. Self-efficacy (Items 19 to 24)
- E. Autonomy (Items 25 to 30)
- F. Impact (Items 31 to 35)

Organizational citizenship behaviour (29 items)

- G. Altruism (Items 36 to 41)
- H. Conscientiousness (Items 42 to 47)
- I. Courtesy (Items 48 to 54)
- J. Civic virtue (Items 55 to 59)
- K. Sportsmanship (Items 60 to 64)

3.5 Validity of the questionnaire

For the validation of the questionnaire, it was circulated among the educational experts' for their valued opinion. These experts were from the Department of Education International Islamic University, Islamabad. Corrections were incorporated and questionnaire was modified according to their suggestions.

3.6 Pilot testing

For pilot testing the researcher selected three schools and ten teachers from each school other than the actual selected sample. Pilot testing showed that the language of all the items was easy and understandable. All the items were socially and culturally suitable with the environment. The flow of the questions was logical. As a result, the responses could be viewed as reliable for being used in the actual situation.

3.7 Reliability of the questionnaire

For measuring the reliability of the research instrument, data collected for the pilot study was used. In order to measure reliability of instrument from the sample respondents, Cronbach alpha was applied on each sub scale of questionnaire and the calculated values were:

Table: 1

Reliability of the questionnaire

Decision Making	.887	Altruism	.636
Professional Growth	.868	Courtesy	.543
Status	.756	Civic Virtue	.763
Self-Efficacy	.658	Conscientiousness	.602
Autonomy	.798	Sportsmanship	.696
Impact	.582	Organizational Citizenship Behaviour	.870
Teacher Empowerment	.938		

3.8 Data collection

The researcher personally visited all the schools with the permission of FDEI/AEOs and the Heads of institutions for the data collection purpose. Instructions were given on the questionnaire. The researcher tried to interact personally with teachers.

3.9 Data analysis

While analyzing the data, objectives of study were kept in mind. Data were presented in tabular form followed by interpretation. Percentage and frequencies were used to describe and interpret the data which was demographic in nature. The responses of the sample on the study variables were scored by using the five point lickert scale (Strongly agree=5 to strongly disagree=1). The scores on the dimensions of variables and on variables on the whole were summarized by means of mean and standard deviation and interpreted accordingly. The null hypotheses were tested at 0.05 level of significance. The relationship of the two variables was calculated through Pearson Product Moment co relational Analysis.

Chapter 4

ANALYSIS AND INTERPRETATION OF DATA

4.1 Questionnaire for Teachers

This chapter deals with the analysis and interpretation of the data. Questionnaire was used for data collection. Questionnaire was developed at five points likert scale to find out the relationship between teacher's empowerment and organizational citizenship behaviour in Islamabad Model schools. 198 questionnaires were distributed. Entire data was analyzed by applying mean, standard deviation and Pearson Product Moment co relational Analysis.

Table 2:

Age of the respondents

Age	Frequency	Percentage
25-30 years	19	9.6
31-35 years	48	24.2
36-40 years	35	17.7
above 40 years	96	48.5
Total	198	100

The results show that 9.6% of the respondents are 25-30 years old and 24.2% are 31-35 years old; 17.7% are 36-40 years old; 48.5% are above the 40 years. Majority of the respondents are in the age of above 40 years while the age group of 25-30 has less number of teachers i.e., fresh entrance is lower.

Table: 3

Designation of respondents

Designation	Frequency	Percentage
S.S.T	141	71.2
T.G.T	35	17.7
Others	22	11.1
Total	198	100

The above table shows that 71.2% of the respondents were S.S.T's, 17.7% were T.G.T's, and 11.1% were others. So the majority of the respondents were S.S.T and small number of respondents were in the "others" group.

Table 4:

Experience of respondents

Experience	Frequency	Percentage
up to 10 years	74	37.4
11-15 years	30	15.2
16-20 years	23	11.6
more than 20 years	71	35.9
Total	198	100

The results show that 37.4% of the respondents have up to 10 years' experience; 15.2% have 11-15 years' experience; 11.6% have 16 to 20 years' experience; 35.9% have

more than 20 years' experience. Majority of the respondents have up to 10 years' experience while less respondents fall in the experience range of 16 to 20 years.

Table 5:

Means and Standard deviation of Teacher Empowerment scores and Organizational Citizenship Behaviour scores

Teacher Empowerment			Organizational Citizenship Behaviour		
	Mean	Standard Deviation		Mean	Standard Deviation
Decision Making	3.75	.633	Altruism	3.93	.572
Professional Growth	3.91	.583	Conscientiousness	4.06	.501
Status	3.98	.581	Courtesy	4.04	.525
Self Efficacy	4.25	.495	Civic Virtue	4.23	.477
Autonomy	4.04	.509	Sportsmanship	4.00	.618
Impact	3.97	.547			
<i>Teacher Empowerment</i>	3.98	.428	<i>OCB</i>	4.05	.423

Teacher empowerment is combination of six dimensions. These six dimensions are: Decision Making, Professional Growth, Status, Self Efficacy, Autonomy and impact. Mean of decision making scores is 3.75 out of 5 (i.e., 75%), which indicates that the respondents on the average perceive that they are involved in decision making processes of school. Mean of professional growth scores is 3.19 out of 5, (i.e., 63.8%), which indicates that the respondents on the average perceive that they have opportunities for their professional development in their school. Similarly, means of the status scores (M=3.98), (i.e., 79.6%), autonomy scores (M=4.04), (i.e., 80.8%), and impact scores (M=3.97), (i.e., 79.4%), indicate that the respondents on the average perceive that they

are appreciated and valued (status), they have liberty to take decisions about what is taught (autonomy), and they are effective at their job (impact). Self efficacy has the highest mean score (4.25), (i.e., 85%), which means that respondents perceive that their teaching competencies are high (self efficacy).

Teacher empowerment is the average of all the six dimensions; Decision Making, Professional Growth, Status, Self Efficacy, Autonomy and Impact. Mean score of teacher empowerment is 3.98 (i.e., 79.6%). Self efficacy has the highest mean score (4.25) and decision making has the lowest mean score (2.24) which means that self efficacy is contributing more to the teacher empowerment and decision making is contributing less. Mean value of teacher empowerment indicates that teachers of Islamabad model schools perceive themselves as empowered.

Organization citizenship behaviour is the combination of five dimensions. These five dimensions are altruism, conscientiousness, courtesy, civic virtue and sportsmanship. Mean of altruism scores is 3.93 (i.e., 78.6%), which indicate that the respondents on the average help their colleagues in problems related to their work. Mean of conscientiousness is 4.06 (i.e., 81.2%), which indicate that the respondents are conscious about their attendance and about not taking extra and long breaks. Similarly, means of the courtesy (M=4.04) (i.e., 80.8%), and sportsmanship (M=4.00) (i.e., 80%), indicate that the respondents exhibit the behaviours to avoid problems from taking place within the school (courtesy), they are willing not to complain needlessly (sportsmanship). Mean of civic virtue is 4.23 (i.e., 84.6%), which indicate that respondents productively participate in the political process of school.

Organization citizenship behaviour is the average all of subscales; altruism, conscientiousness, courtesy, civic virtue and sportsmanship. The mean of organization citizenship behaviour scores is 4.05 (i.e., 81%). Civic virtue has the highest mean scores (M=4.23) and altruism has the lowest mean value (M=3.93) which means that civic virtue is contributing more to the organization citizenship behaviour and altruism is contributing less. Mean value of organization citizenship behaviour indicates that teachers of Islamabad model schools exhibits organization citizenship behaviour which means they carry out extra functions beyond the formal ones.

Table 6:

Correlation matrix of all possible combinations of dimensions of T.E. and O.C.B

Description	Pearson Correlation Matrix				
	Altruism	conscientiousness	courtesy	civic virtue	Sportsmanship
i. Decision Making	.43**	.35**	.44**	.58**	.45**
ii. Professional Growth	.45**	.28**	.43**	.47**	.41**
iii. Status	.37**	.28**	.53**	.49**	.49**
iv. Self Efficacy	.33**	.26**	.53**	.51**	.44**
v. Autonomy	.41**	.37**	.35**	.33**	.28**
vi. Impact	.32**	.36**	.34**	.34**	.26**

** mean significant at 0.05 level

There were 6 dimensions of teacher empowerment and 5 dimensions of OCB. This "6 x 5" dimension matrix shows the individual relationship of each pair. All the Pearson correlation coefficients are significant at .05 level (ranging from .26 to .58) and are positively correlated.

H₀₁: There is no significant correlation between teachers' empowerment scores and their organizational citizenship behaviour scores.

Table 7:

Relationship between Teacher Empowerment scores and Organizational Citizenship Behaviour scores

Variables	Pearson's Correlation r	P - Value
Teacher empowerment OCB	.67**	.000

**Significant level = 0.05

Number of Respondents = 198

Pearson Product-moment correlation coefficient was calculated to evaluate the relationship between teacher's empowerment scores and organizational citizenship behaviour scores in Islamabad model schools, Islamabad. The value of $r = .67$ and $p = .000$ shows the significant relationship at 0.05 level between the two variables under consideration. The p -value shows that the null hypothesis H₀₁ is rejected at the highly significant level. Therefore, a highly significant relationship is found between teachers' empowerment scores and their organizational citizenship behaviour scores in Islamabad model schools.

H₀₂: There is no significant correlation between teachers' decision making scores and their organizational citizenship behaviour scores.

Table 8:

Correlation between Decision Making scores and Organizational Citizenship Behaviour scores

Variables	Pearson's Correlation r	P- Value
Decision Making OCB	.57**	.000

**Significant level = 0.05

Number of Respondents = 198

A Pearson Product-moment correlation coefficient was calculated to evaluate the relationship between teachers' decision making and organizational citizenship behaviour in Islamabad model schools. The value of $r = .57$ and $p = .000$ shows the significant relationship at 0.05 level between the two variables under consideration. The P-value shows that the null hypothesis H₀₂ is rejected at the highly significant level. Therefore, a highly significant relationship is found between teachers' decision making and their organizational citizenship behaviour in Islamabad model schools.

H₀₃: There is no significant correlation between teachers' professional growth scores and their organizational citizenship behaviour scores.

Table 9:

Correlation between Professional Growth scores and Organizational Citizenship Behaviour scores

Variables	Pearson's Correlation r	P- Value
Professional Growth OCB	.52**	.000

**Significant level = 0.05

Number of Respondents = 198

Pearson Product-moment correlation coefficient was calculated to evaluate the relationship between teachers' professional growth and organizational citizenship behaviour in Islamabad model schools. The value of $r = .52$ and $p = .000$ shows the significant relationship at 0.05 level between the two variables under consideration. The P-value shows that the null hypothesis H₀₃ is rejected at the highly significant level. Therefore, a highly significant relationship is found between teachers' professional growth and their organizational citizenship behaviour in Islamabad model schools.

H₀₄: There is no significant correlation between teachers' status scores and their organizational citizenship behaviour scores.

Table 10:

Correlation between Status scores and Organizational Citizenship Behaviour scores

Variables	Pearson's Correlation r	P- Value
Status	.55**	.000
OCB		

**Significant level = 0.05

Number of Respondents = 198

Pearson Product-moment correlation coefficient was calculated to evaluate the relationship between teachers' status and organizational citizenship behaviour in Islamabad model schools, Islamabad. The value of $r = .55$ and $p = .000$ shows the significant relationship at 0.05 level between the two variables under consideration. The P-value shows that the null hypothesis H₀₄ is rejected at the highly significant level. Therefore, a highly significant relationship is found between teachers' status and their organizational citizenship behaviour in Islamabad model schools.

H₀₅: There is no significant correlation between teachers' about their self efficacy scores and their organizational citizenship behaviour scores.

Table11:

Correlation between Self Efficacy and Organizational Citizenship Behaviour

Variables	Pearson's Correlation r	P- Value
self efficacy OCB	.53**	.000

**Significant level = 0.05

Number of Respondents = 198

Pearson Product-moment correlation coefficient was calculated to evaluate the relationship between teachers' self efficacy and organizational citizenship behaviour in Islamabad model schools. The value of $r = .53$ and $p = .000$ shows the significant relationship at 0.05 level between the two variables under consideration. The P-value shows that the null hypothesis H₀₅ is rejected at the highly significant level. Therefore, a highly significant relationship is found between teachers' self efficacy and their organizational citizenship behaviour in Islamabad model schools.

H₀₆: There is no significant correlation between teachers' autonomy scores and their organizational citizenship behaviour scores.

Table 12:

Correlation between Autonomy scores and Organizational Citizenship Behaviour scores

Variables	Pearson's Correlation r	P- Value
Autonomy OCB	.43**	.000

**Significant level = 0.05

Number of Respondents = 198

Pearson Product-moment correlation coefficient was calculated to evaluate the relationship between teachers' autonomy and organizational citizenship behaviour in Islamabad model schools. The value of $r = .43$ and $p = .000$ shows the significant relationship at 0.05 level between the two variables under consideration. The P-value shows that the null hypothesis H₀₆ is rejected at the highly significant level. Therefore, a highly significant relationship is found between teachers' autonomy and their organizational citizenship behaviour in Islamabad model schools.

H₀₇: There is no significant correlation between teachers' impact scores and their organizational citizenship behaviour scores.

Table 13:

Correlation between Impact scores and Organizational Citizenship Behaviour scores

Variables	Pearson's Correlation r	P- Value
Impact OCB	.41**	.000

**Significant level = 0.05

Number of Respondents = 198

Pearson Product-moment correlation coefficient was calculated to evaluate the relationship between teachers' impact and organizational citizenship behaviour in Islamabad model schools, Islamabad. The value of $r = .41$ and $p = .000$ shows the significant relationship at 0.05 level between the two variables under consideration. The P-value shows that the null hypothesis H₀₇ is rejected at the highly significant level. Therefore, a highly significant relationship is found between teachers' impact and their organizational citizenship behaviour in Islamabad model schools.

Chapter 5

SUMMARY, FINDINGS, CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

5.1 Summary

The study was descriptive and was designed to explore the “relationship between teacher’s empowerment and organizational citizenship behaviour in Islamabad model schools”. The main objectives of the study were to explore teacher’s empowerment, to find out teacher’s Organizational Citizenship Behaviour and the relationship between teacher’s empowerment and organizational citizenship behaviour in Islamabad model schools. All the female teachers of Urban Islamabad Model Schools for Girls were selected as the population of the study. A sample of 198 female teachers was selected from the population for study through cluster sampling. It is 40% percent of the total population.

A Questionnaire was used for data collection. In questionnaire items related to teacher empowerment were developed in the light of previous literature on teacher empowerment. In questionnaire items related to Organizational Citizenship Behaviour were developed in the light of previous literature on Organizational Citizenship Behaviour. The Questionnaire was divided in two parts. For the validation of the questionnaire it was circulated among the educational experts for their valued opinion. Reliability was calculated by using Cronbach alpha on each sub scale.

While analyzing the data, objectives of study were kept in mind. Data were presented in tabular form followed by interpretation. Percentage and frequencies were used to describe the demographic characteristics of the respondents. Mean and standard deviation was applied to find out the scores on the variables of teacher empowerment and organizational citizenship behaviour of the teachers. The relationship of the two variables was calculated through Pearson Product Moment correlation. Pearson Product Moment co relational Analysis was applied to test the null hypothesis of the study in order to determine the correlation of the research variables.

5.2 Findings

Following finding are drawn from the analysis and interpretation of data.

1. The calculated percentage value shows that majority of the respondent (48.5%) were in the age of above 40 years while small number of respondent (9.6%) were in the age of 25-30. (Table # 2)
2. The calculated percentage shows that the majority of the respondents (71.2%) were S.S.T while of the small number respondents (11.1%) were others. (Table # 3)
3. The calculated percentage value shows that majority of the respondent (37.4%) had 10 years' experience while small number of the respondent (11.6%) had 16-20 years' experience.(Table # 4)
4. Mean score of decision making is 3.75 which indicate that the respondents on the average perceive that they are involved in decision making processes of school.

- mean value which means that altruism is contributing less to the organization citizenship behaviour. (Table # 5)
12. Mean score of conscientiousness is 4.06 which indicate that the respondents are conscious about their attendance and about not taking extra and long breaks. (Table # 5)
 13. Mean score of the courtesy is 4.04 which indicate that the respondents on exhibits the behaviours to avoid problems from taking place with their colleagues. (Table # 5)
 14. Mean score of civic virtue is 4.23 which indicate that respondents productively participate in the political process of school. Civic virtue has the highest mean which means that civic virtue is contributing more to the organization citizenship behaviour.(Table # 5)
 15. Mean score of the Sportsmanship is 4.00 which indicate that the respondents are willing not to complain needlessly. (Table # 5)
 16. The mean score of organization citizenship behaviour is 4.05 which indicates that teachers of Islamabad model schools exhibits organization citizenship behaviour which means they carry out extra functions beyond the formal ones. Civic virtue has the highest mean (M=4.23) and altruism has the lowest mean value (M=3.93) which means that civic virtue is contributing more to the organization citizenship behaviour and altruism is contributing less. (Table # 5)
 17. Pearson correlation matrix revealed that all six dimensions of teacher empowerment are significantly ($p < 0.000$) and positively correlated with all the

Decision making has the lowest mean scores which means that decision making is contributing less to the teacher empowerment.(Table # 5)

5. Mean score of professional growth is 3.91 which indicate that the respondents on the average perceive that they have opportunities for their professional development in their school. (Table # 5)
6. Mean score of the status is 3.98 which indicate that the respondents on the average perceive that they are appreciated and valued in their school. (Table # 5)
7. Mean score of the Self efficacy is 4.25 which means that respondents perceive that their performance is well. Self efficacy has the highest mean scores which means that self efficacy is contributing more to the teacher empowerment.(Table # 5)
8. Mean score of the autonomy is 4.04 which indicate that the respondents perceive that they have liberty to take decisions about what is taught. (Table # 5)
9. Mean score of impact is 3.97 which indicate that the respondents on the average perceive that they are effective in their job. (Table # 5)
10. Mean score of teacher empowerment is 3.98 which indicates that teachers of Islamabad model school perceive themselves as empowered. Self efficacy has the highest mean scores (4.25) and decision making has the lowest mean scores (3.75) which means that self efficacy is contributing more to the teacher empowerment and decision making is contributing less. (Table # 5)
11. Mean score of altruism is 3.93 which indicate that the respondents on the average help their colleagues in problems related to their work. Altruism has the lowest

21. Pearson Product-moment correlation coefficient was calculated to evaluate the relationship between teachers' status and organizational citizenship behaviour in Islamabad model schools, Islamabad. The value of $r = .55$ and $p = .000$ shows the significant relationship at 0.05 level between the two variables under consideration. It shows that the null hypothesis H_{04} is rejected, therefore a significant relationship is found between status and teachers' organizational citizenship behaviour in Islamabad model schools.(Table # 10)
22. Pearson Product-moment correlation coefficient was calculated to evaluate the relationship between teachers' self efficacy and organizational citizenship behaviour in Islamabad model schools. The value of $r = .53$ and $p = .000$ shows the significant relationship at 0.05 level between the two variables under consideration. It shows that the null hypothesis H_{05} is rejected, therefore a significant relationship is found between self efficacy and teachers' organizational citizenship behaviour in Islamabad model schools.(Table # 11)
23. Pearson Product-moment correlation coefficient was calculated to evaluate the relationship between teachers' autonomy and teachers' organizational citizenship behaviour in Islamabad model schools, Islamabad. The value of $r = .43$ and $p = .000$ shows the significant relationship at 0.05 level between the two variables under consideration. It shows that the null hypothesis H_{06} is rejected, therefore a significant relationship is found between autonomy and teachers' organizational citizenship behaviour in Islamabad model schools.(Table # 12)
24. Pearson Product-moment correlation coefficient was calculated to evaluate the relationship between teachers' impact and organizational citizenship behaviour in

five dimensions of organizational citizenship behaviour (ranging from 0.26 to 0.58). (Table # 6)

18. Pearson Product-moment correlation coefficient was calculated to evaluate the relationship between teacher's empowerment and organizational citizenship behaviour in Islamabad model schools. The value of $r = .67$ and $p = .000$ shows the significant relationship at 0.05 level between the two variables under consideration. It shows that the null hypothesis H_{01} is rejected, therefore a significant relationship is found between teacher empowerment and teachers' organizational citizenship behaviour in Islamabad model schools.(Table # 7)
19. Pearson Product-moment correlation coefficient was computed to assess the relationship between teachers' decision making and organizational citizenship behaviour in Islamabad model schools. The value of $r = .57$ and $p = .000$ shows the significant relationship at 0.05 level between the two variables under consideration. It shows that the null hypothesis H_{02} is rejected, therefore a significant relationship is found between teachers' decision making and organizational citizenship behaviour in Islamabad model schools.(Table # 8)
20. Pearson Product-moment correlation coefficient was calculated to evaluate the relationship between teacher's professional growth and organizational citizenship behaviour in Islamabad model schools, Islamabad. The value of $r = .52$ and $p = .000$ shows the significant relationship at 0.05 level between the two variables under consideration. It shows that the null hypothesis H_{03} is rejected, therefore a significant relationship is found between professional growth and teachers' organizational citizenship behaviour in Islamabad model schools.(Table # 9)

Islamabad model schools, Islamabad. The value of $r = .41$ and $p = .000$ shows the significant relationship at 0.05 level between the two variables under consideration. It shows that the null hypothesis H_{07} is rejected, therefore a significant relationship is found between impact and teachers' organizational citizenship behaviour in Islamabad model schools.(Table # 13)

5.3 Conclusions

On the bases of the statistical analysis and research findings following conclusions were drawn:

1. Teachers of Islamabad model schools perceive themselves as empowered. Self efficacy is contributing more to the teacher empowerment and decision making is contributing the least.
2. Teachers of Islamabad model schools exhibit organization citizenship behaviour which means they carry out extra functions beyond the formal ones. Civic virtue is contributing more to the organization citizenship behaviour and altruism is contributing the least.
3. When teachers are involved in decision making processes, opportunities for professional growth are provided, they have earned status and autonomy, they have self efficacy and impact on school life, and as a result, they help their colleagues in work related problems, try to prevent problems from taking place with their colleagues, are willing not to complain needlessly, productively participate in the political processes of school and are conscious about not taking extra and long breaks.

4. Teachers of Islamabad model schools perceive themselves as empowered which means that they are involved in decision making processes, opportunities for professional growth are provided, have earned status and autonomy, have self efficacy and impact on school life and as a result exhibit organization citizenship behaviour which means they carry out extra functions beyond the formal ones.

5.4 Discussion

The findings about the means of the six sub scales of teacher empowerment seem to be in agreement with earlier researches. For example, Wall and Rinehart (1998), found that, among high school teachers, the most frequent dimensions of empowerment, were in descending order: status (M =4:14), self-efficacy, impact, professional growth, autonomy and decision making (M = 2:94). Bogler & smooch (2004) found very comparable results: status (M =4:10), professional growth, impact, self-efficacy, autonomy and decision-making (M =3:06). In the present study, the findings are almost same: self-efficacy (4.25), autonomy (4.04), status (M = 3.98), impact (3.97), professional growth (3.91), and decision-making (M= 3.75). These results means that teachers feel that their performance is well (self-efficacy), they have liberty to take decisions about what is taught (autonomy), they are appreciated and valued (status), , they are effective at their job (impact). Yet, in both above studies and in this study, teachers feel that they were not involved in decision making process. Wall & Rinehart, 1998 proposed that perhaps teachers were not aware of their participation; on the other hand, they actually were not

provided with the chances to involve in diverse types of school decision-making. They proposed these thoughts in their argument about the utility of the school councils.

The purpose of this study was to determine if a positive relationship existed between teacher empowerment and Organizational Citizenship Behaviour in Islamabad Model Schools. The variables resulted in a statistically significant and positive relationship for this sample. The significant and positive correlation ($r=.67$, $p=.000$) between teacher empowerment and Organizational Citizenship Behaviour indicates that Teachers of Islamabad model schools perceive themselves as empowered and as a result exhibit organization citizenship behaviour which means they carry out extra functions beyond the formal ones. Further, teacher empowerment was a combination of six dimensions; decision making, professional growth, status, self-efficacy, autonomy and impact. Therefore, Pearson Product-moment correlation coefficient was calculated to evaluate the relationship between teachers' decision making, professional growth, status, self-efficacy, autonomy, impact and Organizational Citizenship Behaviour, individually. All the variables resulted in a statistically significant and positive relationship. This indicates that, teachers who are involved in decision making processes and provided opportunities for professional growth exhibits Organizational Citizenship Behaviour especially if these teachers gain status, autonomy and believe that they are having an impact on school life. The findings from this research were consistent with the findings from other studies which have also found positive correlations between teacher empowerment and Organizational Citizenship Behaviour (bogler & smooch, 2004, Vanypere et al., 1999). Therefore, we can conclude that the relationship between teacher empowerment and Organizational Citizenship Behaviour is similar to the other

international studies on the subject. It is important for school administrators to recognize that these findings indicated that as empowerment increases, Organizational Citizenship Behaviour also increases. Conversely, as empowerment decreases, Organizational Citizenship Behaviour also decreases. Therefore, in order to create a healthy work environment, school administrators should focus on empowering teachers.

It is attention grabbing to relate OCB to the concept of teacher professional community or a teacher learning community (Darling Hammond, 2000). There are three key features of a professional community of teachers: a general set of actions that are given repeated in personal dealings, and a foundation of collective values about what should be the standards of students learning, what should be the standards of behaviours for teachers and students and the mutual goals to maintain the community (Louis, Kruse, & Bryk, 1995). Undoubtedly, such a professional learning community gives opportunities for the development of a school-wide culture that makes team work predictable, genuine, long-lasting, and paying attention on outcomes related to the student (Toole & Louis, 2002). Existence of such a community is crucial for the life and expansion and for such a community to be real; it is supposed that extra role behaviors, along with in role behaviors, should be practiced in the school setting. Without practicing discretionary behaviors that go beyond the formal job description, it would be almost impossible for a community of teachers to turn into a professional learning community. For Kruse, Louis and Bryk (1995) openness to development, reliance and esteem, access to proficiency, helpful leadership and socialization are the “pre-conditions” for the magnification of a professional learning community. So, it is important that teachers perform OCB because

this influences the communal and psychological environment of the organization and make possible the attainment of human and social capitals.

5.5 Recommendations

Since this study was gender specific (female) so, the recommendations are specific for female institutions. However, the results are similar with general international studies which are not gender specific, the recommendations may be applicable generally, both for male and female institutions. In the light of research findings and conclusions following recommendation are made for:

1. Based on the conclusion that teachers of Islamabad model school perceive themselves as empowered and as a result exhibits organization citizenship behaviour which means they carry out extra functions beyond the formal ones, it is recommended that school principals may consider the importance of empowering teachers and its effects on the behaviours that are essential for the life and efficient working of the school. Principals may create an environment beneficial for the personal and professional development of teachers resulting in the exhibition of OCBs.
2. Based on the conclusion that participation in decision making processes and provision of opportunities of professional growth are correlated with OCB, principals may acknowledge the value of these dimensions. After being a part of shared decision making in school and professionally developed, teachers may feel empowered and that feelings will ultimately reflect on their feelings of commitment toward their organizational citizenship behavior. Accordingly,

principals' practice of joint decision- making and provision of opportunities of professional growth are much valued for the better functioning of organization and its members.

3. Dimensions of teacher empowerment, status and self-efficacy are correlated with OCBs and as a result those principals who realize the importance of OCBs and struggle to enhance motivation of teachers toward OCB for the benefit of the school may strongly recognize the importance of these dimensions. Principals may create such working atmosphere that makes teachers to perceive themselves as having earned status and high level of capabilities.
4. Dimensions of teacher empowerment, autonomy and impact are correlated with OCBs and as a result those principals who realize the importance of OCBs and struggle to enhance motivation of teachers toward OCB for the benefit of the school may strongly recognize the importance of these dimensions. Principals may create such working atmosphere that makes teachers to perceive themselves as having control over the various aspects of their school life, and having an impact on school life.

5.6 Suggestions for future research

1. In future, the effects of other variables, such as job satisfaction, organizational and professional commitment, organizational factors (e.g., reward system, organizational climate, and principal's leadership style) and individual factors (e.g., personality, values) as mediating variables in the relationship between teacher empowerment (or its subscales) and school outcomes could be examined.
2. Further research can be conducted on teachers' role conflict in the school among diverse school stakeholders that may occur due to diverse expectations from teachers as a result of diverse interests and may also draw from vagueness and ambiguity of role expectations from teachers.
3. It will be appealing to find in future research whether extra role behaviors of the faculty members can create conducive organizational climate or not.
4. Since this was gender specific (female), it may be useful to conduct this study in male institutes also, to determine whether results presented here reflect the general situation of teachers or not.
5. Since the present study was conducted in Islamabad model schools, it may be useful to examine at all educational levels to determine whether results presented here reflect the general situation of teachers on all levels or not.

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Appendix A

Islamabad Model School for Girls, Islamabad

- 1 Islamabad Model School for Girls (VI-X), E-8/3
- 2 Islamabad Model School for Girls (I-X), E-9
- 3 Islamabad Model School for Girls (VI-X), F-6/1
- 4 Islamabad Model School for Girls (VI-X), F-7/2
- 5 Islamabad Model School for Girls (VI-X), F-11/1
- 6 Islamabad Model School for Girls (I-X), PEC G-5
- 7 Islamabad Model School for Girls (I-X), PMSC G-5
- 8 Islamabad Model School for Girls (I-X), UCG-5
- 9 Islamabad Model School for Girls (VI-X), G-6/1-3
- 10 Islamabad Model School for Girls (VI-X), G-6/2
- 11 Islamabad Model School for Girls (VI-X), G-7/1
- 12 Islamabad Model School for Girls (VI-X), G-7/2
- 13 Islamabad Model School for Girls (VI-X), G-8/2
- 14 Islamabad Model School for Girls (I-X), G-9/1
- 15 Islamabad Model School for Girls (VI-X), G-9/3
- 16 Islamabad Model School for Girls (VI-X), G-9/4
- 17 Islamabad Model School for Girls (VI-X), G-10/1
- 18 Islamabad Model School for Girls (I-X), G-10/3
- 19 Islamabad Model School for Girls (VI-X), G-11/1
- 20 Islamabad Model School for Girls (I-X), G-11/2
- 21 Islamabad Model School for Girls (VI-X), I-8/1
- 22 Islamabad Model School for Girls (VI-X), I-9/4
- 23 Islamabad Model School for Girls (VI-X), I-10/4

Part 2

Please rate the following statements in terms of how well they describe how you feel.

Rate each statement on the following scale:

5 = Strongly agree, 4 = Agree, 3 = Undecided, 2 = Disagree, 1 = Strongly

Disagree

Teacher Empowerment						
Decision Making						
1	Our principal has confidence in teacher's ability to make decisions.	5	4	3	2	1
2	Our principal assign us tasks then allows us to take decisions about these tasks.	5	4	3	2	1
3	Our principal gives us the responsibility to supervise programs.	5	4	3	2	1
4	Teachers are involved in school budget decisions.		4	3	2	1
5	Teachers have the opportunity to teach other teachers about innovative ideas.	5	4	3	2	1
6	Teachers are involved in the decision-making process.	5	4	3	2	1
Professional Growth						
7	In our school, teachers have the opportunity to continue learning.	5	4	3	2	1
8	Teachers have the opportunity to work with other teachers in their school.	5	4	3	2	1
9	Professional development is appreciated in our school.	5	4	3	2	1
10	Additional materials are available for classroom use.	5	4	3	2	1
11	Our principal promotes staff development activities for the staff.	5	4	3	2	1
12	Our principal actively participates in staff development.	5	4	3	2	1
Status						

13	Teachers believe that they have earned respect.	5	4	3	2	1
14	Teachers have the support from their colleagues.	5	4	3	2	1
15	Teachers trust each other.	5	4	3	2	1
16	Teachers' ideas are valued by other teachers.	5	4	3	2	1
17	Our principal accepts our suggestions.	5	4	3	2	1
18	Our principal treats us as her colleagues.	5	4	3	2	1
Self efficacy						
19	Teachers believe that they are helping students in becoming good citizens.	5	4	3	2	1
20	Teachers have command on the content of the subject they teach.	5	4	3	2	1
21	Teachers can up to date themselves about the knowledge of their subject.	5	4	3	2	1
22	Teachers can motivate students who show low interest in class.	5	4	3	2	1
23	Teachers can use a variety of evaluation strategies.	5	4	3	2	1
24	Teachers can control disturbing behavior in their classroom.	5	4	3	2	1
Autonomy						
25	Teachers have control over their daily schedules.	5	4	3	2	1
26	Teachers are allowed to teach as they think.	5	4	3	2	1
27	Teachers are free to be creative in their teaching style.	5	4	3	2	1
28	Standards of behavior in classroom are set mainly by teachers.	5	4	3	2	1
29	Teachers have control over how classroom space is used.	5	4	3	2	1
30	The evaluation and assessment activities are selected by the principal.	5	4	3	2	1
Impact						
31	Teachers believe that they have the ability to get things done with in time.	5	4	3	2	1
32	Teachers perceive that they have the opportunity to influence others.	5	4	3	2	1
33	Teachers are able to influence their colleagues.	5	4	3	2	1
34	Teachers percceive that their presencs make a difference.	5	4	3	2	1

35	Teachers believe that they are very useful for their school.	5	4	3	2	1
Altruism						
36	Teachers help an absent colleague by keeping her class busy in some classroom activity.	5	4	3	2	1
37	Teachers help other teachers who have heavy workloads.	5	4	3	2	1
38	Teachers take time out of their day to help new teachers.	5	4	3	2	1
39	Teachers happily help those who have problems related to their job.	5	4	3	2	1
40	Teachers help their co-workers in learning new skills.	5	4	3	2	1
41	Teachers try to help their colleagues while they are performing a special duty.	5	4	3	2	1
Conscientiousness						
42	Teachers attend meetings that are not compulsory, but are considered important.	5	4	3	2	1
43	Teachers obey school's rules and regulations even when no one is watching them.	5	4	3	2	1
44	Teachers join the discussions about the future of the school.	5	4	3	2	1
45	Teachers take actions to protect the interests of school.	5	4	3	2	1
46	Teachers volunteer to go on the events that are planned outside the school.	5	4	3	2	1
47	Teachers stay late without pay to complete a task.	5	4	3	2	1
Courtesy						
48	Teachers do not create problems for their co-workers.	5	4	3	2	1
49	Teachers do not violate the rights of others.	5	4	3	2	1
50	Teachers say good things about their colleagues in front of others.	5	4	3	2	1
51	Teachers adjust their work schedule to provide opportunities to other teachers to take some time off.	5	4	3	2	1

52	Teachers are concerned about the problems of related to their work.	5		3	2	1
53	Teachers change their vacation schedule to accommodate their colleague's needs.	5	4	3	2	1
54	Teachers try to keep staffroom clean.	5	4	3	2	1
Civic virtue						
55	Teachers attend and participate in meetings.	5	4	3	2	1
56	Teachers make suggestions for improving the school's policies and practices.	5	4	3	2	1
57	Teachers welcome change in their school.	5	4	3	2	1
58	Teachers try to adjust with positive changes in the school.	5	4	3	2	1
59	Teachers keep up with school developments.	5	4	3	2	1
Sportsmanship						
60	Teachers do not find mistakes in the functioning of their school.	5	4	3	2	1
61	Teachers always focus on the positive side rather than the negative side.	5	4	3		1
62	Teachers do not waste time in complaining about insignificant matters.	5	4	3	2	1
63	Teachers try to solve minor problems by themselves without complaining about them.	5	4	3	2	1
64	Teachers focus on the positive aspects of their work.	5	4	3	2	1

Thank you for your precious time and cooperation

4. Teachers of Islamabad model schools perceive themselves as empowered which means that they are involved in decision making processes, opportunities for professional growth are provided, have earned status and autonomy, have self efficacy and impact on school life and as a result exhibit organization citizenship behaviour which means they carry out extra functions beyond the formal ones.

5.4 Discussion

The findings about the means of the six sub scales of teacher empowerment seem to be in agreement with earlier researches. For example, Wall and Rinehart (1998), found that, among high school teachers, the most frequent dimensions of empowerment, were in descending order: status (M =4:14), self-efficacy, impact, professional growth, autonomy and decision making (M = 2:94). Bogler & smooch (2004) found very comparable results: status (M =4:10), professional growth, impact, self-efficacy, autonomy and decision-making (M =3:06). In the present study, the findings are almost same: self-efficacy (4.25), autonomy (4.04), status (M = 3.98), impact (3.97), professional growth (3.91), and decision-making (M= 3.75). These results means that teachers feel that their performance is well (self-efficacy), they have liberty to take decisions about what is taught (autonomy), they are appreciated and valued (status), , they are effective at their job (impact). Yet, in both above studies and in this study, teachers feel that they were not involved in decision making process. Wall & Rinehart, 1998 proposed that perhaps teachers were not aware of their participation; on the other hand, they actually were not