



# Building Stronger Educational Environments: The Impact Of Self-Esteem On Organizational Citizenship Behavior Of Teachers

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## Abstract

Education sector is the main pillar of social development of any Nation throughout the world wise. Teachers have a critical role in the development and transformation of the educational system and society as a whole. They functioned as a focal point for intentional, meaningful, and successful teaching and learning. The present study was planned to examine the relationship between Self-Esteem and Organizational Citizenship Behavior of teachers to Build Stronger Educational Environment. A purposive sample of 200 post graduate Government school teachers was taken in present study. A correlational research design was used to examine the relationship between Self-Esteem and Organizational Citizenship Behavior of teachers. Self-esteem scale by Rosenberg (1979) and Organizational Citizenship Behaviour scale by Podsakoff, MacKenzie, Moorman, and Fetter (1990) was used in present study. Correlational coefficient result of the study showed a significant positive relationship between Self-Esteem and Organizational Citizenship Behavior among school teachers. Results of the study revealed that more the teacher have self-esteem; also have high overall and various dimensions of organizational citizenship behaviour e.g. altruism, Conscientiousness, Sportsmanship, Courtesy and Civic Virtue. Present study suggested that if teachers were having more positive beliefs and appraisals about oneself are more efficacious and concerned about and connected or attached to their schools/ institutions.

**Keyword:** Self-Esteem, Organizational Citizenship Behavior altruism, Conscientiousness, Sportsmanship, Courtesy and Civic Virtue.

Organizational success is always attributed to the employees and therefore, the function of management is to improve the organizational performance through individual work performance such as task performance, contextual performance, and counterproductive behavior (Koopmans, Bernaards, Hildebrandt, Schaufeli, De Vet, & Beek, 2011). School organizations like health care organizations are the most public dealing sector which gain praise as well as have to face criticism in case of work performance. Generally, it has been seen that reference is often made first to the teachers in diagnosing educational problems, especially failure (Adeyemo, 2000). The teachers are central to the growth and transformation of the school system and the society in general. They served as a pivot for purposeful, meaningful and effective teaching and learning (Adokiye, 2005).

It is also not uncommon to hear people remarking that the present day teachers are not as good and committed as their yesteryears counterparts. This attests to the fact that teachers are indeed a critical factor in the actualisation of the school and educational goals. However, determining factors or elements that cause individual work performance may not be easy. There can be a lot of factors or dimensions that cause teacher's job performance or work performance but two important constructs that influence work performance of teaching employees has been considered to study in present research is the Organizational citizenship behaviour (OCB) and Self-esteem.

### **ORGANISATIONAL CITIZENSHIP BEHAVIOUR (OCB)**

In recent years, Organizational citizenship behavior (OCB) is considered vital for organizations' performance, and there is remarkable concern in factors that foster it (Lavy, 2019). Organizational citizenship behavior (OCB) is a unique aspect of employees' behaviors in the workplace and is a prerequisite for organizational effectiveness and efficacy. It is essential in every organization, including in higher education settings. (Rosafizah, Norhaini & Khairuddin, 2020).

The concept of OCB was first introduced by Barnard (1938) who defined it as a cooperative behavior that emphasizes the importance of spontaneous contributions by individuals that go beyond the content of contractual obligations to achieve organizational goals.

Organ (1997, 2015) defines organizational citizenship behaviour as "A discretionary and individual behaviour that is not directly or formally rewarded. Individual is willing to add his energy to organization with this kind of behaviour".

Organizational citizenship behavior is defined by Mallick, Pradhan & Tewari (2015) as "actions or behaviors that employees are willing to engage beyond their recommended role requirements".

It is difficult to differentiate between "formal job role" and "extra role" performance (Castro, Armario, and Ruiz (2004). There exists a thin line of difference between both. The five dimensions given by Organ (1988) provide a better perspective of the concept.

## Five dimensions of OCB

1. **Altruism:** Indicates the helping behaviour shown by an employee towards another co-worker in the organisation. Smith, Organ and Near (1983) define Altruism as voluntary behaviours where an employee provides assistance to an individual with a particular problem to complete his or her task under unusual circumstances.
2. **Conscientiousness:** Depicts a tendency which extends beyond the minimum role and task expectations in the interest of the organisation. Employees with high conscientiousness require less supervision (Podsakoff and MacKenzie, 1997).
3. **Sportsmanship:** Means tolerating the inconveniences which occur inevitably without complaining. Employees with this trait refrain from complaining, appealing or protesting against the inconvenience.
4. **Courtesy:** Refers to all such behaviours which help in preventing interpersonal problems. Courteous employees prevent crisis situations.
5. **Civic Virtue:** It is the way a person represents his organisation outside his official scope of job. Employee in this case thinks about the well-being issues even though it is not a part of the formal job role (Podsakoff, MacKenzie, Moorman, & Fetter, 1990).



**Figure: 1.1 five dimensions of Organizational Citizenship Behaviour (OCB), Source: Organ, 1988)**

Present piece of research work study self-esteem (a sense of one's own value) as an important correlates of organizational citizenship behaviour. It is the highly personal disposition of the employees which affect their OCB at work place (Azila-Gbettor, Atatsi, Mensah, & Abiemo, 2020; Devin, Zohoorian, Peymanizad, & Ali Sane, 2012; Herrysono & Fransiska, 2022).

### Self-esteem

Self-esteem is defined as how much value people put on themselves (Baumeister, Campbell, Kruejer & Vohs, 2003). It is the basic appraisal that people make of themselves. It is the overall judgement of oneself in either positive or negative way. It shows that at what extent an individual believes himself or herself to be competent and worthy of living. Self Esteem is the evaluation of validity, approval, acceptance and self-worthiness that a person feels about him.

Rosenberg's (1965) conceptualization of self-esteem is heavily slanted toward the positive. People with high self-esteem are likely to seek personal growth, development and improvement by pushing themselves to the limits to exercise their capabilities. An individual with high self-esteem has as not having feelings of superiority, in the sense of arrogance, conceit, contempt for others, overwhelming pride. The person with high self-esteem does not consider oneself inferior to others". "Feeling awkward, shy, conspicuous and lack of confidence in expression are characteristics of low self-esteem. An individual with low self-esteem feels that there is an existence of a constant fear of making mistakes, being embarrassed or exposure to ridicule. Self is delicate and tender object for low self- esteem people. They are sensitive to slightest touchy emotional feelings. They strongly avoid people or situations, which reflect as thing emotions, negatively (Rosenberg, 1965).

### **Significance of Self-esteem in an organizational world:**

Self-worth contributes significantly in one's life. It is enhanced with the favorable attitude of others. "High self-esteem individuals also appear to be more effective in self-regulating goal directed behavior" ("Di Paula and Campbell, 2002"). Thus it provides the energy to mobilize and direct human behaviour. Such people experience optimal level of happiness, optimism, and motivation and are found low in depression, anxiety, and negative mood. High esteemed people are usually gregarious, have high need for affiliation, amicable and sociable so they maximally attract people towards themselves. Conversely low esteemed people don't more much in gatherings. So they feel distorted and isolated. Low esteemed people may prove to be fatal to their own life. As they suffer from "worthiness, inferiority, emotional instability and dissatisfaction with life.

### **Review of Literature**

Organizational success is always attributed to the employees and therefore, the function of management is to improve the organizational performance through individual work performance such as task performance, contextual performance, and counterproductive behaviour. Organizational citizenship behaviour (OCB) becomes one of the important factors that enhance the organizational effectiveness. It helps to being loyal to the organization even in difficult times. As an Individual Characteristic, Self-esteem a core Self-Evaluation (CSE) trait is expected to be positively related to OCB. Researches show that both the constructs relates to each other and positively influence employee's work performance in different sectors e.g. education (Devin, Zohoorianb, Peymanizad & Ali Sane, 2012; Guo, Zhu and Zhang, 2019; Ogunleye, Oke, Olawa & Osagu, 2014), health care (Bellou, Chitiris & Bellou, 2005) and many more financial & corporate sectors. Individuals with a high positive self-esteem are more likely to engage in Organizational citizenship behaviours that require this form of initiative, because they are more likely to have a high level of self-confidence. Therefore, a certain level of initiative, self-confidence and self-esteem may be required to perform most OCBs. Regarding teachers, organizational citizenship behaviors mean all helpful and voluntary behavior shown by teachers towards the institute, students, and colleagues (Di Paola, Tarter, & Hoy, 2004). There is likelihood that individual with high self-esteem may want to exhibit behaviour that will boost or at least maintain his level of work performance and so, such individual may not find it difficult to exhibit OCB.

Previous correlational studies by Azila-Gbetor, Atatsi, Mensah and Abiemo (2020) and Herrysono and Fransiska (2022) suggested that Organizational based self-esteem and Organizational Citizenship Behaviour (OCB) provide important implication for management of higher education institutions.

In view of the importance of these concepts to employee's job satisfaction, work performance, this study sought to explore the significance of these variables in teaching setting and to examine the relationship self-esteem and Organizational Citizenship Behaviour (OCB) among school teachers.

### **STATEMENT OF RESEARCH PROBLEM:**

Building Stronger Educational Environments: The Impact of Self-Esteem on Organizational Citizenship Behavior of teachers

### **OBJECTIVES:**

To solve the research problem following objectives would be formulated in the present study:

- To study the impact of Self-esteem on overall organizational citizenship behaviour (overall) and its dimensions; altruism, conscientiousness, sportsmanship, courtesy and civic virtue of school teachers.

### **HYPOTHESES:**

To accomplish the proposed objectives following hypotheses would be formulated:

- There would be significant impact of Self-esteem on overall organizational citizenship behaviour (overall) and its dimensions; altruism, conscientiousness, sportsmanship, courtesy and civic virtue of school teachers.

### **METHODOLOGY:**

### **RESEARCH DESIGN:**

A correlational research design would be used to investigate the impact of Self-esteem on Organizational citizenship behaviour (overall & its dimensions) of school teachers.

### **Sample:**

A purposive sample of 200 senior secondary school teachers of Haryana was taken in the present study. The minimum educational qualification of the participants was Post graduation and they had ability to read, write and understand English language. The minimum job duration in this particular post was 3 year. It was assured that all the participants were from similar socio-economic background and region.

### **TOOLS:**

The description and psychometric properties of each tool is given in detail as follows:

- A. Self-Esteem Scale:** Self-esteem scale (Rosenberg, 1979). This well-known 10-item scale has been used in various populations and has excellent reliability and validity (Corcoran & Fischer,

1987; see also Baumeister et al., 2003). It measures global self-esteem thereby providing good indication of general rather than specific views of the self (Baumeister et al., 2003). Participants were asked to indicate their agreement with statements about the self. High scores indicate high self-esteem. Test-retest reliability over a period of 2 weeks reveals correlations of .85 and .88, indicating excellent stability (Rosenberg, 1979). See Appendix A

**B. Organizational Citizenship Behaviour:** The 24-item scale devised by Podsakoff, MacKenzie, Moorman, and Fetter (1990) was used to measure the five dimensions (altruism, conscientiousness, sportsmanship, courtesy & civil virtue) of organizational citizenship behavior of the teachers by the researcher. Organizational Citizenship Behavior was calculated with a 24-item scale, comprising five elements— Altruism (5 items), Conscientiousness (5 items), Sportsmanship (5 items), Courtesy (5 items) and Civic virtue (4 items). It is a 7-point Likertscale ranging from 1 (strongly disagree) to 7 (strongly agree). Alpha reliability coefficient of the scale for all dimensions (overall) has been found as 0.91.

### Procedure:

To meet the objectives of the present research, participants will contact individually or in a small group and will inform about the purpose of the study. After establishing the rapport with participant(s), those who will give their written consent will further be provided with the standardized instructions verbally for each questionnaire or scale. Respondent will ask to understand the general instructions. When the participants will be comfortable and ready for testing, set of all measures will be given to them along with the demographic and consent form. All the participants will be asked to answer each and every item without leaving any statement in between with no response. Further, it will be ensured that each participant will complete the given set of measures in a single sitting. At the end of the administration, it will be ensured that every participant will have responded properly to each statement and the session will terminate with the vote of thanks for their cooperation.

### Results:

To exhibit the obtained results following section has been used:

Section I: Descriptive Statistics (Mean & SD)

Section II: Correlation coefficient Analysis

### Section I: Descriptive Statistics (Mean & SD)

Table 5.1 (a)

Descriptive Statistics (Mean & SD) of school teachers on Self-esteem

Variable	Mean	SD
Self-esteem	30.32	5.69

Table 5.1(a) exhibits the obtained values for mean and SD of government school teachers on Self-esteem, obtained a mean value of 30.32 (SD = 5.69), The same has been depicted in Figure 5.1(a).

Figure 5.1(a).

Graphical representation of Mean and SD of School teachers on Self-esteem

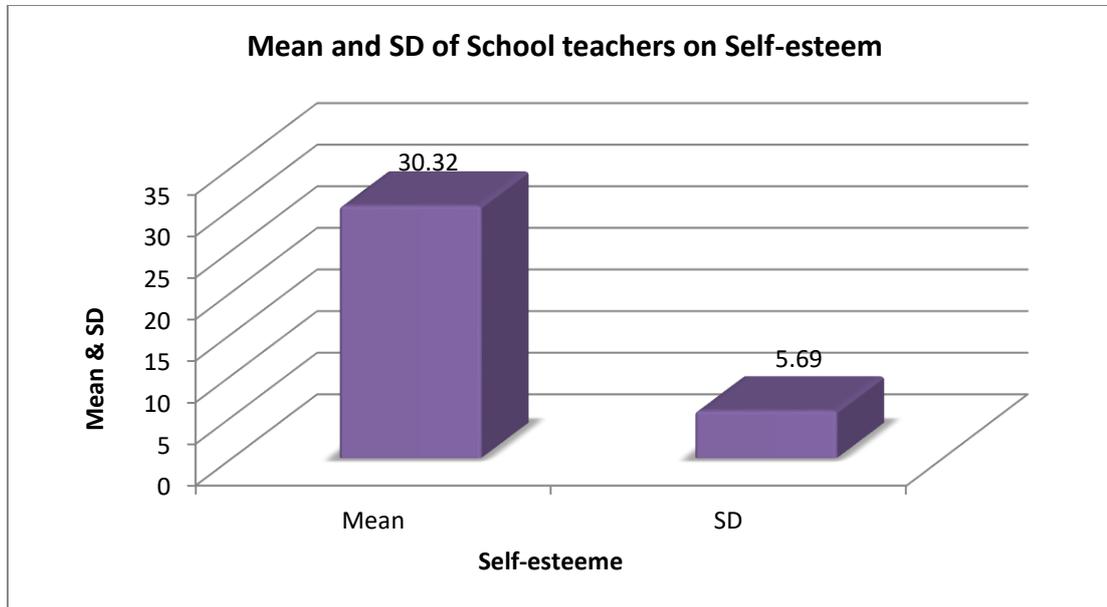


Table 5.1 (b)

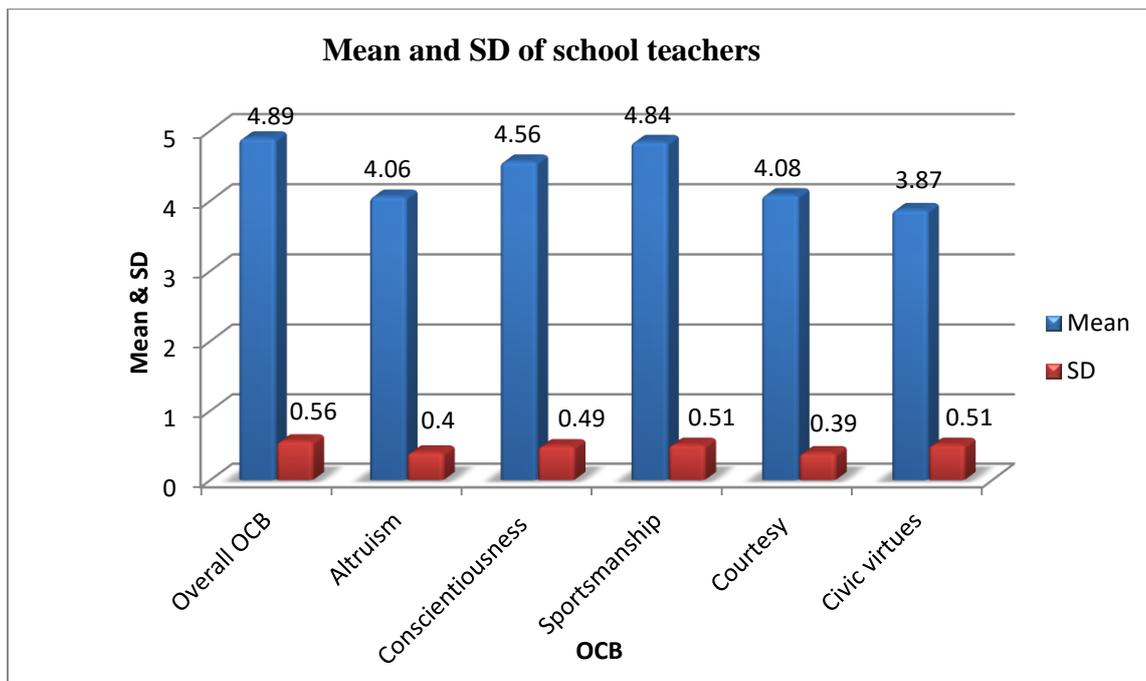
Descriptive Statistics (Mean & SD) of school teachers on Organizational Citizenship Behaviour

Variables	Mean	SD
Overall OCB	4.89	.56
Altruism	4.06	.40
Conscientiousness	4.56	.49
Sportsmanship	4.84	.51
Courtesy	4.08	.39
Civic virtues	3.87	.51

Table 5.1(b) shows the obtained values for mean and SD of school teachers on overall organizational citizenship behaviour and its five dimensions. On overall organizational citizenship behaviour, here school teachers obtained a mean value of 4.89 (SD=.56), on altruism dimension school teachers derived a mean value of 4.06 (SD=.40), Likewise on Conscientiousness dimension school teachers acquired a mean value of 4.56 (SD =.49). On the next dimension of organizational citizenship behaviour that is Sportsmanship research participants scored a mean value of 4.84 (SD = .51), on Courtesy school teachers scored a mean value of 4.08 (SD=.39), at last on Civic virtues school teachers scored a mean value of 3.87 (SD=.51). The clear representation of the mean values of school teachers on overall OCB and its dimensions are given in figure 5.1(b).

Figure 5.1(b).

Graphical representation of Mean and SD of school teachers on OCB



### Section II: Correlation coefficient Analysis

In present study this section elaborates the association between self-esteem and organizational citizenship behaviour of school teachers in Haryana. To accomplish this goal Pearson Correlation coefficient Analysis was computed and showed in Table 5.1(c).

Table 5.1(c)

Intercorrelation results of Self-Esteem and OCB of school teachers (N=200)

Variables	Civic virtue s	Altruism	Conscien-Tiousness	Sportsmanship	Courtesy	OCB
Self-esteem	.542**	.634**	.562**	.570**	.632**	.687**

\*\*p ≤ .01

\*p ≤ .05

While observing Table 5.1(c), it is clearly visible that “self-esteem” has been found to be significantly positively with first dimension e.g. Altruism (r= .619, p ≤ .01), Conscientiousness (r= -.562, p ≤ .01), Sportsmanship (r= .570, p ≤ .01), Courtesy (r= .632, p ≤ .01), Civic Virtue (r= .542, p ≤ .01) and it is also positively associated with overall organizational citizenship behaviour (r= .687, p ≤ .01) among school teachers.

Present study shows that among school teachers, higher self-esteem are positively associated or leads to higher level of altruism behaviour. Self Esteem is the evaluation of validity, approval, acceptance and self-worthiness that a person feels about him/her. It shows that at what extent an individual believes himself or herself to be competent and worthy of living. Altruism signifies aiding other fellows of the

association in their responsibilities and tasks. For example, readily assisting new employees and assisting co-fellows who are over-burdened, helping workforces who were inattentive, managing employees to accomplish challenging jobs. Altruism denotes to a fellow assisting other fellows of the association in their job. Podsakoff et al. (2000) has expounded that altruism was meaningfully associated to accomplishment assessments also constructive affectivity respectively.

Present study found that both the construct self-esteem and altruism were positively correlated; this may be because the high esteemed people are usually gregarious, have high need for affiliation, amicable and sociable so they maximally attract people towards themselves. Hence they are adored by others due to their cordial relations with others. Conversely, low esteemed people don't more much in gatherings. So they feel distorted and isolated. This confirmed that self-esteem and altruism behaviour both are positively correlated with each other. As discovered by Rosenfeld, Giacalone, and Riordan (1995) suggested that individuals with elevated levels of organizational-based self-esteem have a tendency to refrain from engaging in activities that may lead to receiving unfavourable feedback. Previous researches e.g. Bowling et al. (2010), Qureshi, Shahjehan Zeb and Saifullah (2011), Devin, Zohoorianb, Peymanizad and Ali Sane (2012), Khusna, Nurul, Wicaksono, Bagus and Arya (2023) also supported this positive relationship of these two constructs.

Secondly, Table 5.1c) correlation matrices results showed significant relationship between self-esteem and Conscientiousness (component of OCB). As earlier it has been discussed that self-esteem is feeling of worthiness about oneself. People are considered conscientious when they are organised, well-managed, accountable, and diligent. Organ, Podsakoff and MacKenzie (2006) defines conscientiousness as commitment as exceeding stipulated requirements, such as long-term functions and voluntary execution of responsibilities beyond obligations. Present study showed that when a school teacher is involved in careful action, have fondness in the direction of safeguarding assets, as well as generally providing an impact of being a trustworthy worker of the institution; If the worker is extremely diligent, all these characteristics ultimately uplift the feeling of worthiness and self-esteem. Present findings of the study were in similar pipeline or direction with previous researchers e.g. Zeigler, Holden, Enjaian, Southard, Besser, Li and Zhang (2015) revealed that self-esteem was associated with high levels of extraversion, emotional stability, agreeableness and conscientiousness. Muthu, Balbag and Cemrek (2010) the traits of conscientiousness are linked with self-disciplined, self-control and persistence. Similarly, Azila-Gbettor, Atatsi, Mensah and Abiemo (2020) found a positive relationship between self-esteem and personality trait e.g. conscientiousness.

Third, result table 5.1(c) showed that self-esteem is statistically significantly positive associated with Sportsmanship (dimension of OCB) ( $r = .570$ ,  $p \leq .01$ ) among school teachers in Haryana. It means school teachers who pose high self-esteem also have overall judgement of themselves in either positive or negative way. It shows that at what extent an individual believes himself or herself to be competent and worthy of living. These teachers also have high sense of sportsmanship which is described as a readiness to endure the unavoidable troublesomeness in addition to burden of work load with no protesting (Organ, 2006). Highly self-esteemed school teachers wish not to criticize while undergoing the unescapably and

mistreatment caused in working out a skilled action, have positive understanding about work issues and not judging them unfairly, and have faith in enduring minor workplace issues and a lot of labour without complaining, protesting, requesting, accusing, or objecting. People with high sportsmanship are patiently enduring the irritations of practically every administrative work situation (Organ, 2006). These findings are supported by Podsakoff, MacKenzie, Paine & Bachrach (2000) which is revealed that virtuous sportsmanship would enrich the self-esteem of the workers at the place of work and as a result decrease worker turnover.

Result table 5.1(c) showed that self-esteem is statistically significantly positive associated with Courtesy among school teachers. It means school teachers who evaluate their validity, approval, acceptance and self-worthiness at high rate were also help others and prevent social problems, such as presenting task plans early or referring people to avoid interruptions for example, leaving a photocopier or laser printer upright for others to use shows workplace civility. Well-mannered employees reduce disaster management by creating a genuine struggle to avoid inconveniences for co-workers. Higher self-esteem makes these teachers to have prioritised avoiding difficulties and making prompt attempts to minimise future consequences. Previous researchers showed the similar findings as Francis Flynn (2003) and Ojo (2017) found a positive correlation between these two variables. In a correlation study, Devin, Zohoorianb, Peymanizad and Ali Sane (2012) also showed positive relationship between self-esteem and courtesy among physical school teachers.

Result table 5.1(c) showed that self-esteem is statistically significantly positive associated with Civic Virtue among school teachers. Self-esteem is a very important aspect of personality. It is generally considered a personality trait that reflects a person's overall sense of value and self-worth. On the other side Civic virtue means making a positive contribution to the institute's party politics process. You can do this by sharing your feelings freely and openly, going to meetings, talking to co-workers about work-related issues, and understanding how to handle administrative tasks like letters for the benefit of the institute. Results of the present study revealed that school teachers who have higher self-esteem devotedly take part in and energetically engaged in institutional activities for instance joining consultations and meetings (Podsakoff et al, 2003; Organ, 2006). Likewise previous studies also indicating the teachers with high self-esteem have institution-wide dedication; readiness to actively participate in administration processes, notice setting for terrorizations and prospects, and push out the ideal institute replacement. These acts occur when employees feel important to the institute (Podsakoff et al., 2003).

Findings of the correlation coefficient showed that school teachers who have high self-esteem (positively believe & evaluate Owen self) also eager to work together and magnify their assurance afar from the fixed responsibilities as well as recompenses provided by way of the organization having the purpose of attaining additional momentous objectives. Their behaviour is well-matched together with an administration's objectives plus procedures. Likewise, Joo and Jo (2017) identified the positive link between self-esteem and organizational citizenship behaviour. Employees who possess higher level of self-regard including self-esteem, self-efficacy, internal locus of control, and emotional stability tended to

demonstrate positive extra-role behaviors such as conscientiousness, sportsmanship, civic virtue, and courtesy. Previous studies supported these findings like Chi, Yeh & Choum (2013) and Runhaar, Konermann & Sanders (2013) recognize Self-Esteem as one of the main constructs of organizational commitment (Adetula & Olowodunoye (2015; Aksel, Serinkan, Kiziloglu & Aksoy, 2013; ; Bani-Melhem, Shamsudin, Abukhait, and Al-Hawari, 2023, Cheasakul & Varma, 2016; Ogunleye, Oke, Olawa & Osagu, 2014).

Conclusively correlational results indicating that more the teacher have self-esteem, also have high overall and various dimensions of organizational citizenship behaviour. Thus correlational results of the study showed that a post graduate school teacher who poses high level of self-esteem or who have more positive beliefs and appraisal about oneself are more efficacious and concerned about and connected or attached to their schools/ institutions.

**Implications:** Present study suggests that both the constructs are the institutional favourable behaviour which help and improve job performance of the employees and well-faire of the institutions. The present study provides a direction for teachers, educators and researchers, how to enhance work efficiency, positive self-beliefs and OCB at work place. Psycho-educational work programs can be developed for employees who are low on self-esteem and OCB to enhance work efficiency.

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