EXAMINING THE RELATIONSHIP BETWEEN EMPOWERMENT AND ORGANIZATIONAL CITIZENSHIP BEHAVIOR OF SECONDARY SCHOOL TEACHERS IN KATSINA STATE NIGERIA

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ABSTRACT
The purpose of this study is to examine the relationship between Empowerment and Organizational Citizenship Behavior (OCB) of secondary school teachers in Katsina state Nigeria. The study also examines which sub-scale of empowerment best predicts OCB. The study uses empowerment scale (ES) and Organizational Citizenship Behavior Questionnaire (OCBQ) to get the needed data. Questionnaires were adopted and adapted. In all 370 secondary school teachers’ were used as sample of this study. Standard multiple regression was used to analyze the data collected using Statistical Package for Social Science research (SPSS) version 20.0. Findings indicate that the three sub-scales of empowerment namely; perceive control (Pcont), perceive competence (Pcomp) and goal internalization (Gintern) predict Organizational Citizenship Behavior (R2 = .30). Additionally, among the sub-scales of empowerment Pcomp and Gintern were the best predictors of OCB with β .32 and β .22 respectively. However, Pcontrol is the least predictor of OCB with β .13. The findings contribute to the existing literature as before now few studies were conducted in the area in Katsina state in particular and Nigeria in general.

Keywords: Empowerment, Organizational Citizenship Behavior, Multiple Regressions, Secondary School Teachers, Nigeria.

1. Introduction
Secondary school Education is the form of education children receive after primary education and before the tertiary stage (Federal Republic of Nigeria (FRN) (2004). According FRN (2004) one of the objectives of secondary school education is to provide high quality education to a teeming number of primary school pupils irrespective of their sex, social, religious and ethnic background.

However, the above objective cannot be realized taking into consideration the challenges bedeviling education sector in Nigeria. The challenges include among others the mass failure being witnessed in
the school certificate examinations being conducted by West African Examination Council (WAEC) and National Examination Council (NECO). Lack of enough infrastructural and instructional facilities, lack of enough qualified teachers to mention just few.

To change the situation the need for empowered teachers cannot be over emphasized. The purpose of this study therefore is to examine the relationship between empowerment and Organizational citizenship Behavior of secondary school teachers in Katsina state. To achieve the above objective the following research questions were set:

RQ1. Is there relationship between Empowerment and Organizational Citizenship Behavior (OCB)?

RQ2. Are all the three sub-scales of empowerment good predictors of Organizational Citizenship Behavior (OCB)?

Organizational Citizenship Behavior (OCB)

Organizational Citizenship Behavior (OCB) can be regarded as discretionary efforts of the workers towards the organization without any expected benefits (Jha and Jha 2010). Additionally, OCB is generally regarded as a matter of individual choice, because, inability of an employee to show such behaviors does not necessarily attracts punishment (Zeinabadi 2010). According to Odoch and Nangoli (2013) Organizational citizenship behavior is a behavior not directly related to contractually defined duties. Belogolovsky and Somech (2010) look at OCB as extra-role behavior i.e. the type of behavior that go beyond the formal contract.

OCB has been associated with increased efficiency, profitability, innovation and process improvement. Moreover, it has the ability to assist workers to solve some organizational challenges (Jha & Jha 2010).

Relationship between Empowerment and Organizational Citizenship Behavior (OCB)

Empowerment can be viewed as availing teachers and students with opportunities to give input to the decisions on specific situations that really matter which will ultimately lead to shaping the organizational goals and ultimately influence organizational outcomes (Renihan and Renihan 1992 Menon 2001). According to Ripley and Ripley (1992) empowerment is granting members of the organization the decision making and or approval power where ordinarily such power is the prerogative of those at the helm of affairs. Additionally, Dee, Henkin and Duemer (2002) view empowerment as impressions members of an organization have about their organization rather than something that management does to employees.

It should be noted that giving employees power to participate in decision-making does not necessarily mean given up control of the organization by those at leadership position to those being empowered, but as argue by Ripley and Ripley (1992), it is only modifying and changing the way that control is put to use in the organization. Scholars argue that empowerment is a multi-dimensional construct (Short & Rinehart 1992, Spreizer 1995, Menon 2001). Menon (2001) argue that empowerment is characterized by three dimensions. Additionally, he asserts that:

The psychologically empowered state is a cognitive state characterized by a sense of perceived control, competence and goal internalization. Perceived control refers to beliefs about autonomy in scheduling and performance of work, availability of resources, authority and decision making latitude. Perceived competence means self efficacy and confidence with regards to the role demands; the individual belief that he or she can
meet the task demands as well as any non-routine challenges that might arise in the course of work. Goal internalization represents the enabling power of ideas such as valued cause, mission or a vision for the future, the individual believes and cherishes the goals of the organization and is ready to act on its behalf (Menon 2001: 161).

Many studies were conducted to examine the relationship between empowerment and OCB. Bogler and Somech (2004) in their studies on the influence of empowerment on commitment and OCB in Israel middle and high schools found that decision-making, self-efficacy and status were strong predictors of OCB. Bagheri, Matin and Amighi (2011) in their studies on the relationship between empowerment and OCB of pedagogical organizations employees in Iran found that there was no relationship between empowerment and OCB. However, they found a significant relationship between communicative and behavioral skills (a sub-scale of empowerment) and OCB. Similarly Noori and Azma (2013) conducted a study on empowerment and OCB in some selected public organizations in Bojnourd. The result indicates that there is significant relationship between empowerment and OCB. Based on the above theoretical arguments and empirical evidences, this study hypothesized that:

H1. There is a significant and positive relationship between Empowerment and Organizational Citizenship Behavior (OCB).

H2. All the three sub-scales of empowerment are predictors of Organizational Citizenship Behavior (OCB).

2. Methods

Instruments

In this study two questionnaires were used to get the needed data. The questionnaires were adopted and adapted. The questionnaires are Empowerment questionnaire (EQ) and Organizational Citizenship Behavior Questionnaire (OCBQ). The empowerment questionnaire was adopted and adapted from Menon (2001). The questionnaire has three dimensions. The dimensions are Perceive control, Perceive competence and Goal internalization. Each dimension has three items. Sample of the items are: I have the authority to make decisions at the work, I have the competence to do my work effectively and I am enthusiastic about working towards the organization’s objectives for Perceive control, Perceive competence and Goal internalization respectively. The OCB questionnaire was adopted and adapted from Smith, Organ and Near (1983) and consists of five items. The questionnaire is uni-dimensional. The questionnaires used in the study were rated on seven point Likert’s scale. The rating is 1= strongly disagree (SD), 2= Moderately disagree (MD), 3= slightly disagree (SD), 4= Neither agree nor disagree (N), 5= slightly agree (SA), 6 = moderately agree (MA) and 7= strongly agree (SA).

Sample

Four hundred and fifty questionnaires were given to public secondary school teachers in Katsina state in order to get the needed data for the study. Out of the 450 questionnaires distributed 387 equivalent to 86% were returned. The questionnaires returned were carefully perused and those with much missing information and outliers were excluded from the study. Outliers were excluded from the study because according to Pallant (2007: 149) “Outliers can either be deleted from the data set or, alternatively given
a score for that variable that is high but not too different from the remaining cluster of scores”. In all, 370 respondents were used as sample of the study.

Table 1 Respondents Background Informations

<table>
<thead>
<tr>
<th>SN</th>
<th>Characteristics</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>303</td>
<td>82%</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>67</td>
<td>18%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>370</td>
<td>100%</td>
</tr>
<tr>
<td>2</td>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>20-30</td>
<td>129</td>
<td>35%</td>
</tr>
<tr>
<td></td>
<td>31-40</td>
<td>141</td>
<td>38%</td>
</tr>
<tr>
<td></td>
<td>41+</td>
<td>100</td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>370</td>
<td>100%</td>
</tr>
<tr>
<td>3</td>
<td>Working Experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1-5</td>
<td>148</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>6-10</td>
<td>141</td>
<td>38%</td>
</tr>
<tr>
<td></td>
<td>11+</td>
<td>81</td>
<td>22%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>370</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 1 above shows the respondent’s background information. Of the 370 respondents, 303 or 82% of the respondents were male, while 67 or 18% of the respondents were female. Regarding the age of the respondents 129 or 35% are between 20-30 years. 141 or 38% are between 31-40 years while 100 equivalents to 27% are above 40 years. Moreover, 148 or 40% of the respondents have 1-5 years working experience, 141 or 38% and 81 or 22% of the respondents have 6-10 and more than 11 years working experience respectively. In all the working experience of the respondents ranged from 1-35 years with an average of ten years.

Data analysis

The data collected for this study was analysed using descriptive statistics and standard multiple regression analysis. The descriptive statistics was used in screening the data, analysing the demographic information of the respondents and highlighting the mean, standard deviation among others of the variables of study. Standard multiple regression analysis was used to find whether; there is relationship between Empowerment and teachers’ Organizational Citizenship Behaviour (OCB) and which sub-scale among the three sub-scales of empowerment best predict Organizational Citizenship Behaviour. SPSS version 20.0 was used to analyze the data collected.
3. Findings

The result as depicted in Table 1 below shows the mean, standard deviation and correlation of the three sub-scales of Empowerment i.e. perceive control, perceive competence and goal internalization (independent variables) as well as teachers’ Organizational Citizenship Behaviour (dependant variable). Among the sub-scales of empowerment Goal Internalization has the highest mean (M= 6.36), followed by Perceive Control (M = 5.82). However, Perceive Competence has the least mean among the sub-scales of empowerment (M = 5.78). Additionally, the Pearson correlation matrix indicates that all the sub-scales of empowerment (independent variables) were statistically and positively correlated with Organizational Citizenship Behaviour (dependant variable). The correlation ranged from 0.40 - 0.50.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>S.D</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.Pcont</td>
<td>5.822</td>
<td>1.10</td>
<td>.540</td>
<td>.473</td>
<td>.400</td>
</tr>
<tr>
<td>2.Pcomp</td>
<td>5.784</td>
<td>1.04</td>
<td>.537</td>
<td>.504</td>
<td></td>
</tr>
<tr>
<td>4.TOTAL OCB</td>
<td>5.592</td>
<td>.914</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Variables 1-3 sub-scales of Empowerment
All correlations are statistically significant p< 0.001

Standard multiple regression analysis was conducted in order to find out if the independent variables (sub-scales of empowerment) predict the dependent variable (Organizational Citizenship Behavior). Table 2 below depicts the result of the standard multiple regression analysis. The analysis reveals that all the three sub-scales of empowerment Perceive Control, Perceive Competence and Goal Internalization were predictors of Organizational Citizenship Behavior (OCB) The sub-scales explain 30% of the variance of Organizational Citizenship Behavior (OCB) (F. 3, 197) = 29.21 p = .001.

Moreover, examination of the table reveals that among the sub-scales of empowerment (independent variables) Perceive Competence (Pcomp) (β .32) makes the statistically strongest unique contribution in predicting teachers’ Organizational Citizenship Behavior (OCB). The next sub-scale that contributes most is Goal Internalization (Gintern) (β .22). However, the remaining sub-scale Perceive Control (Pcont) (β .13) is a predictor of Organizational citizenship behavior, but its contribution was not statistically significant. The results support the two hypotheses postulated for this study.
4. Discussion

The present study examines the relationship between, Empowerment and Organizational Citizenship Behavior among secondary school teachers in Katsina state. The study postulated two research hypotheses. These hypotheses are:

H1. There is a significant and positive relationship between Empowerment (EM) and Organizational Citizenship Behavior (OCB).

H2. All the three sub-scales of Empowerment (EM) are predictors of Organizational Citizenship Behavior (OCB).

Table 1 above shows the mean, standard deviation and correlations of the variables of the study. Among the independents variables Goal internalization and perceived control have the highest mean (M= 6.36) and (M= 5.82) respectively. This indicates that teachers in the sample schools have assimilated the goal, vision and mission of the schools they are serving and were ready to see to their realization. Additionally teachers in the sample schools perceived that they are fully in charge of the responsibilities assigned to them.

Similarly, Table 2 above reveals the results of Standard Multiple Regression analysis used to test the hypotheses postulated. The results show that the independent variables i.e. sub-scales of Empowerment (perceive control, perceive competence and Goal internalization) predict Organizational Citizenship Behavior ($R^2 .30$). Moreover, perceive competence ($\beta .32$) and goal internalization ($\beta .22$) are the best predictors of Organizational Citizenship Behavior, while perceive control ($\beta .13$) is the least predictor of Organizational Citizenship Behavior (OCB). The results therefore support the two hypotheses postulated for the study.

The above results concur with other studies (Bogler and Somech 2004, Bagheri, Matin and Amighi 2011, Noori and Azma 2013) who in their different studies at different context found that there is statistically positive relationship between empowerment (EM) and organizational citizenship behavior (OCB).

The study has practical as well as theoretical implications. The study highlighted the need for stake holders in education, i.e. ministry of education officials, zonal directorate of education officials, principals among others to provide ground where teacher’s empowerment would be enhanced to enable them exhibit OCB. It is worth noting that workers who exhibit OCB tolerate reasonable inconvenience without complaint, readily give meaningful suggestions, help colleagues and positively assist towards realization of organizational objectives (DiPaola & Mendes da Costa Neves 2009). Additionally, the study has theoretically contributes to the existing literature, as before now few studies were conducted on the influence of empowerment and Organizational Citizenship Behaviour, in Nigeria in general and Katsina state in particular.

Among the limitations of this study is that it was conducted in only public secondary schools in Katsina state. Consequently there is need for caution in generalising the results to all secondary school teachers in Katsina state. Therefore, more research should be conducted on the area to take into consideration private secondary schools and primary schools, to see whether same results would be obtained.
5. Conclusion
This study was conducted to examine the relationship between Empowerment, and Organizational Citizenship Behavior among secondary school teachers in Katsina state. Moreover, the study examines which among the three sub-scales of empowerment (independent variables) best predict dependant variable (Organizational Citizenship Behavior). The results indicate that Empowerment positively and strongly predict Organizational Citizenship Behavior ($R^2 = 0.30$). Additionally, perceive competence ($\beta = 0.32$) and goal internalization ($\beta = 0.22$) are the best predictors of Organizational Citizenship Behavior, while perceive control ($\beta = 0.13$) is the least predictor of Organizational Citizenship Behavior (OCB). The results therefore support the two hypotheses postulated for the study.

References


