

Beyond the Call to Duty: Linking Personality, Organizational Climate, and Work Motivation to Organizational Citizenship Behaviour

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Abstract

This study investigated the association of personality, organizational climate, and work motivation with organizational citizenship behaviour (OCB) among 196 secondary school teachers (68 males and 128 females) within Nsukka, Enugu State, Nigeria. Cross-sectional survey design was adopted for this study. The participants completed self-report measures for personality, organizational climate, and work motivation. Hierarchical multiple regression was used to analyse the data. The results of the hierarchical multiple regression revealed that only the personality dimensions of extraversion and agreeableness made significant negative and positive contributions, respectively, to the prediction of OCB, while openness to experience, conscientiousness, and neuroticism did not. Also, organizational climate significantly and positively predicted OCB. With regards to work motivation, only external regulation and intrinsic motivation made significant negative and positive contributions, respectively, to the prediction of OCB, whereas identified regulation, amotivation, integrated regulation, and introjected regulation failed to make any significant contribution. The implications of the findings for enhancing OCB among teachers were discussed.

Keywords: Organizational citizenship behaviour, personality, organizational climate, work motivation, self-determination

INTRODUCTION

Work is an important aspect of human life. Given the contemporary complex and competitive world of work, having employees who can work beyond the call to duty represents a competitive edge for any organization. In essence, there are employees who are willing to go beyond their prescribed role expectations. Such extra effort at work that is beyond the formal specifications of job roles has been labelled 'organizational citizenship behaviour' (OCB). According to

Organ (1988), OCB refers to a set of discretionary and extra-role behaviours portrayed by employees that are not directly or unequivocally captured by the formal reward system and generally enhances the effective functioning of the organization. These behaviours cannot be enforced by the employment contract because they are not within the scope of formal job description, but they are highly valued by employers if they are done because it can enhance the effectiveness of an organization (Katz, 1964). Such behaviour is based on choice on the part of the individual, and failure to perform such behaviour does not call for sanction (Organ, 1988).

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Organizational citizenship behaviour usually manifest in form of a subtle gesture of one person towards another one, such as helping a co-worker, which may not be easily recognized by others, such as supervisors who may be reluctant in expressing gratitude. Perceiving a single occurrence of OCB as not being really significant may be the reason behind why it is not recognized by formal reward system (Organ, Podsakoff, & Mackenzie, 2006). A formal reward system can really not take into consideration every single extra-effort of each worker. All the same, it may not remain unrecognized if some employees engage in different OCB repeatedly over an extended period of time. Thus, OCB becomes part of an individual's repertoire of behaviours and can in the end, benefit the organization in general. In a similar vein, Schnake (1991) posits that OCBs are not obvious behaviours and therefore difficult to be objectively rated and are not usually included in performance appraisals. Schnake further stated that some forms of OCB may draw employees away from their own job in order to assist a colleague, and because OCB cannot be contractually required, the organization cannot discipline employees for not performing them.

Different components of OCB have been proposed by researchers. For example, Organ (1988) identified five dimensions of OCB: *Altruism* (pro-social behaviours directed towards the welfare of others in an organization), *Courtesy* (attempts at preventing the occurrence of work-related problems), *Civic virtue* (showing concern for the survival of the organization), *Conscientiousness* (being obedient to organizational rules and regulations even when it appears that no one is watching), and *Sportsmanship* (willingness to tolerate trivial inconveniences at work without complaining). Following, Organ's (1988) paradigm, Williams and Anderson (1991)

proposed a two-dimensional taxonomy of OCB. OCB-I (behaviours directed towards specific individuals which comprise altruism and courtesy), and OCB-O (behaviours directed towards organization which comprise conscientiousness, civic virtue and sportsmanship). Williams and Anderson's taxonomy seem to be consistent with current approach of studying OCB.

Given that personality explains why individuals behave in certain ways, it can also be taken to suggest that personality can contribute to why workers choose to engage in OCB. In this light, it is reasonable to suggest that personality would be a contributory factor to OCB. Moreover, because OCB refers to discretionary extra-role behaviour taking place in an organization between organizational members, the importance of the organizational climate in which such behaviour develops is important in order to have a deeper grasp as to why it occurs. In addition, work motivation is another probable antecedent of OCB.

Although, work motivation seems crucial in enhancing our understanding of teachers' behaviour in school, there is dearth of research in this area. So far, the preponderance of OCB research (e.g., Singh & Singh, 2009) has been conducted in non-educational environments. There are indications that OCB is context specific and varies from one type of organization to another (Organ, 1988). In this sense, behaviour that occurs in school settings may not be the same as those obtainable in non educational settings (Zeinabadi, 2010). Schools are service-oriented organizations with teachers who are usually committed to doing what is best for the recipients of their services (DiPaola & Hoy, 2004). Thus, the nature of factors that may explain teacher's OCB maybe different from those found in other organizational settings. The purpose of this study, therefore, is to investigate whether personality (neuroticism, extraversion,

openness to experience, agreeableness, and conscientiousness), organizational climate, and work motivation (intrinsic motivation, external regulation, integrated regulation, identified regulation, introjected regulation) will significantly contribute to OCB among teachers. By so doing, this study aims to deepen our understanding of factors that contribute to OCB among secondary school teachers.

Literature Review and Development of Hypotheses

Personality and OCB

Personality traits refer to enduring tendencies of individuals that are relatively stable overtime and accounts for why people behave the way they do across different situations (Ones, Viswesvaran, & Dilchert, 2005). According to Ones et al. (2005), personality does not refer to a single thing, rather it refers to a range of individual characteristics that consistently distinguish people from one another based on their fundamental tendencies to think, feel, and act in particular ways. Ones et al. further stated that the enduring nature and consistency of personality attributes are evident in predictable tendencies of individuals to exhibit similar behaviours across situations and contexts.

Personality can be conceptualized from different dimensions. However, the five-factor model (FFM) has gained wide acceptance as a form of conceptualizing personality in terms of the relatively independent dimensions of the “Big Five” traits of *Extraversion* (sociable, talkative, assertive, outgoing, optimistic, gregarious, adventurous, cheerful, high-spirited, ambitious); *Agreeableness* (courteous, warm, helpful, considerate, trusting, cooperative, sympathetic, friendly, selfless, good-natured,

altruistic); *Conscientiousness* (meticulous, dependable, efficient, purposeful, organized, hard-working, responsible, persevering, achievement-oriented); *Neuroticism* (bad-tempered, insecure, anxious, fear, tensed, disgust, sadness, poor tolerant of stress, ill-adjusted, anger); and *Openness to Experience* (perceptive, imaginative, exploring, cultured, aesthetically responsive, curious, creative, broad-minded, unconventional, intelligent) (Barrick, Parks, & Mount, 2005; John & Srivastava, 1999).

As earlier stated, personality traits may be implicated in why teachers engage in OCB. For instance, the cooperative nature of agreeable individuals and the achievements that conscientiousness engenders may contribute to greater engagement in extra-role behaviour such as OCB. Given that neurotic individuals tend to be insecure and adjust poorly to stressful working condition, they are less likely to partake in extra-role behaviour such as OCB since it may be too stressful for them to handle. Individuals with high openness to experience are likely to go beyond the call to duty since they tend to be broad-minded, explorative and receptive. Besides, since extraverts tend to experience positive feelings and like socializing, they are likely to be willing to extend a helping hand at work to the benefit of others and the organization at large.

A considerable amount of research now exists utilizing the Big-Five personality as a predictor of numerous work-related outcomes, including OCB. For example, Kumar (2009) found that openness to experience, conscientiousness, extraversion and agreeableness were associated with OCB, whereas, neuroticism was not. In another study, Singh and Singh (2009) found that conscientiousness and extraversion were positively related to all the five dimensions of OCB (conscientiousness, sportsmanship, civic

virtue, courtesy, and altruism) whereas agreeableness was positively related to all the five dimensions of OCB, except civic virtue. Neuroticism was negatively related to sportsmanship, courtesy, and altruism dimension (Singh & Singh, 2009). Therefore, we propose the following hypotheses:

H1a. Neuroticism will be a significant negative predictor of organizational citizenship behaviour.

H1b. Extraversion will be a significant positive predictor of organizational citizenship behaviour.

H1c. Openness to experience will be a significant positive predictor of organizational citizenship behaviour.

H1d. Agreeableness will be a significant positive predictor of organizational citizenship behaviour.

H1e. Conscientiousness will be a significant positive predictor of organizational citizenship behaviour.

Organizational Climate and OCB

Organizational climate refers to a set of characteristics of the work environment, perceived directly or indirectly by the employees, that is taken to underlie employees' behaviours (Ivancevich, Konopaske, & Matteson, 2005). According to Ekvall (1990), organizational climate concerns the attitudes, feelings and behaviours, which describe life in an organization. Organizational climate refers to the set of perceptions shared by members of an organization (Peña-Suárez, Muñiz, Campillo-Álvarez, Fonseca-Pedrero, & García-Cueto, 2013) that affects their behaviour in the organization. It is formed by the interaction

between the organization and its members (Ekvall, 1990). In other words, the daily interactions with the organization, its structures and processes generate the attitudes, feelings, and behaviours that make up the type of climate that prevails. In this manner, organization presents the opportunities and set the limits for the possible interaction and the climate that evolves (Sayyed, Mohsen, & Hossein, 2012).

It is argued that working under a positive organizational climate, employees are more likely to engage in behaviours that enhance their values and supports the organization. Thus, expecting a positive relationship between organizational climate and OCB seems logical. The presence of a favourable organizational climate, therefore, may create fertile ground for OCB. In other words, favourable organizational climate may be an antecedent of OCB.

There are some studies that have made a strong case for expecting a link between organizational climate and OCB. Studies (e.g. Ghanbari & Eskandari, 2014) found a positive relationship between organizational climate and OCB. Similarly, Selamat, Samsu, and Mustafa (2013), findings revealed a positive impact of organizational climate on teacher's job performance and a strong positive relationship between organizational climate and job satisfaction (Castro & Martins, 2010). Based on the findings of the reviewed studies, we propose the following hypothesis:

H2. Organizational climate will be a significant positive predictor of organizational citizenship behaviour.

Work Motivation and OCB

According to Pinder (1998), work motivation refers to "a set of energetic forces

that originates both within as well as beyond an individual's being, to initiate work-related behaviour, and to determine its form, direction, intensity and duration" (p. 11). Thus, the hallmark of work motivation lies in the attention, effort, and persistence (Tremblay, Blanchard, Taylor, Pelletier, & Villeneuve, 2009). Herein, the conceptualization of work motivation follows that of Tremblay et al. (2009) which was based on Deci and Ryan's (2000) self-determination theory. Self-determination theory offers a framework for understanding human motivation based on the intensity as well as the quality of the motivation. Thus, self-determination theory proposes different types of motivation that has different antecedents and consequences. These motivations explain why a person engages in an activity or not. In other words, self-determination could be thought of as the characteristics of human beings that determine the type of choices and decisions they make based on their own preferences and interests, to monitor and self-regulate their actions and to be goal-oriented and self-directing (Wehmeyer, 2014). It has to do with empirically derived principles for motivating people to explore experiences and events. It focuses on the motives that underpin enacting or failing to enact a given behaviour (Deci & Ryan, 2000). In work context, self-determination refers to the desire to put in great personal effort in order to achieve the organizational objectives, thus fulfilment of a specific individual need (Gomes, Asseiro, & Ribeiro, 2013).

Self-determination theory categorized motivations into six dimensions that correspond to different levels of self-determination (Deci & Ryan, 2000; Gagné & Deci, 2005; Tremblay et al., 2009): *Intrinsic motivation* (engaging in an activity based on volition, interest and because it is enjoyable), *Integrated regulation*

(engaging in an activity for reasons that may not be entirely based on interest), *Identified regulation* (engaging in a behaviour based on reasons that are in tandem with one's value system), *External regulation* (engaging in an activity out of pressure from outside sources such as threats of being sanctioned), *Introjected regulation* (engaging in an activity because of pressures from inside sources such as when one's self-esteem is at stake), and *Amotivation* (lack of intention to do something). When a behaviour is self-determined, that is, based on intrinsic motivation, the regulatory process is choice, however when it is controlled, the regulatory process is compliance or in some cases defiance (Deci, Vallerand, Pelletier, & Ryan, 1991). Because engaging in OCB is voluntary and based on one's discretion, it is likely to be affected by how self-determined or motivated teachers are. In other words, teachers who are self-determined are more likely to engage in OCB.

There are studies that bolster the idea that work motivation will affect the degree to which employees engage in OCB. Thus, studies (e.g. Taghipour & Dejban, 2013) found positive association between work motivation and job performance. Dysvik and Bard (2008) also found intrinsic motivation to be instrumental in the relationship between perceived training opportunities and OCB. Similarly, Tang and Ibrahim (1998) found a significant association between individual's motivation and OCB. Thus, we hypothesized that:

H3a. Intrinsic motivation will be a significant positive predictor of organizational citizenship behaviour.

H3b. Integrated regulation will be a significant positive predictor of organizational citizenship behaviour.

H3c. Identified regulation will be a significant positive predictor of organizational citizenship behaviour.

H3d. External regulation will be a significant negative predictor of organizational citizenship behaviour.

H3e. Introjected regulation will be a significant negative predictor of organizational citizenship behaviour.

H3f. Amotivation will be a significant negative predictor of organizational citizenship behaviour.

METHOD

Participants

The participants were 196 (68 males and 128 females) secondary school teachers from 11 different secondary schools within Nsukka, Enugu State of Nigeria. The ages of the participants range from 23 to 62 years. Of these participants, 112 (57.1%) were single while 84 (42.9%) were married. The teachers were serving in public secondary schools in Nsukka, Enugu State.

Measures

Big Five Personality Inventory (BFI)

The Big Five Personality Inventory is a 44-item inventory that was originally developed by John, Donahue, and Kentle (1991) to measure five personality traits but was subsequently adapted in Nigeria by Omoluabi (2002). The adapted version was used in the present study. The five dimensions are: neuroticism (8 items, e.g., “Someone who worries a lot), extraversion (8-items; e.g., “Someone who generates a lot of enthusiasm”), openness to experience (10 items; e.g., “Someone who is curious about many different things”), agreeableness (9

items; “Someone who has a forgiving nature”), and conscientiousness (9 items; “Someone who does things efficiently”). Respondents rate each of these items using a 5-point scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). All the items were preceded by the phrase “I see myself as”. Some of the items are reverse scored. High scores on each of the dimensions mean that an individual is high on that trait. The BFI has been validated in previous studies in Nigeria (e.g., Balogun, 2014; Onyishi, Okongwu, & Ugwu, 2012).

Organizational Climate Scale

Organizational climate was assessed with the 38-item Organizational Climate Scale that was developed specifically for high school teachers by Khurshid and Zahur (2012) to assess organizational climate from five dimensions: Organizational clarity and standards (13 items; e.g., “I know the objectives set for me by my school head”), Team commitment and resources (8 items; e.g., “I have sufficient resources to get the job done”), Autonomy (5 items; e.g., “The procedure for monitoring change is clear in my organization”), Support and intimacy (5 items; e.g., “Our school has a conducive working environment”), Rewards and risks (7 items; e.g., “There are clear criteria for evaluating initiatives in my organization”). The items are rated on a 5-point scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). Items 4, 5, 6, 9, 11, 12, 13, 15, 16, 17, 20, 22, 26, 34, 35, 36, and 38 are reverse scored. A pilot study ($n = 50$) was conducted among teachers other than the ones that participated in the main study to validate the instrument in Nigeria. The validation became necessary since we are not aware of any previous validation exercise in Nigeria. A composite score for the scale was computed in order to get a snapshot view of the overall organizational climate of teachers. The

Cronbach's α reliability coefficient of for the scale was .91. High score is viewed as having a positive perception about the organizational climate of teachers.

Work Extrinsic and Intrinsic Motivation Scale

The 18-item Work Extrinsic and Intrinsic Motivation Scale (WEIMS) was developed by Tremblay et al. (2009) to assess work motivation based on the self-determination theory from six dimensions: intrinsic motivation (IM; e.g., "For the satisfaction I experience when I am successful at doing difficult task"), integrated regulation (INTEG; e.g., "Because this job is part of my life"), identified regulation (IDEN; e.g., "Because this is the type of work I chose to do to attain a certain life style"), external regulation (EXT; e.g., "Because it allows me to earn money"), introjected regulation (INTR; e.g., "Because I want to be a "winner" in life") and amotivation (AMO; e.g., "I don't know, too much is expected of us"). The WEIMS consists of three items per subscale. Respondents rate the reason why they are presently involved in their work on a 7-point scale ranging from 1 (*does not correspond at all*) to 7 (*corresponds exactly*). A pilot study ($n = 50$) was conducted among teachers who did not participate in the main study to validate the instrument in Nigeria since we are not aware of any previous validation exercise in Nigeria. The pilot study yielded the following Cronbach's α reliability coefficients: IM = .84, INTEG = .78, IDEN = .85, EXT = .82, INTR = .78, and AMO = .67. A high score in the IM, INTEG, and IDEN subscales means high level of self-determined work motivation for that particular subscale. Whereas a high score in the EXT, INTR, and AMO subscales indicate a high level of nonself-determined work motivation for that particular subscale.

Organizational Citizenship Behaviour Scale (OCBS)

The Organizational Citizenship Behaviour Scale (OCBS), developed by Onyishi (2007), is a 21-item scale that assesses the degree to which people engage in discretionary behaviours that exceeds the formal requirements of the job. Items are rated on a 5-point scale ranging from 1 (*never*) to 5 (*very often*). Items 12, 13, 15, and 16 are reversed scored. The OCBS was designed to assess two dimensions of OCB, that is, OCB targeted at the organization (OCB-O) and OCB targeted at the members of the organization (OCB-I). Respective sample items on the 11-item OCB-O and 10-item OCB-I are "I attend functions that might not be required, but which I feel may help the company's image" and "I try to motivate my colleagues to do their best." The two subscales can be summed to obtain an overall OCB score. Onyishi reported a Cronbach's α reliability coefficient of .83 and a test-retest reliability of .76 for the overall scale.

Procedure

The researchers adopted multi-stage sampling involving cluster and systematic random sampling. Eleven secondary schools in Nsukka, Enugu State were selected using cluster sampling. We visited the 11 schools and obtained permission from the principal in all the schools with a letter indicating the purpose and essence of the study. The first twenty teachers who indicated their willingness to participate were selected from each school using systematic sampling technique. They were subsequently handed survey package that comprises measures of personality, organizational climate, work motivation, and organizational citizenship behaviour to complete. We assured them of confidentiality through the instructions not to include their names on the questionnaire,

encouraged them to be honest in their responses and that the data were meant for research purposes only. A total of 220 questionnaires were distributed. Each teacher was given a set of questionnaire to elicit their response on their personality, organizational climate, work motivation, organizational citizenship behaviour and demographic information. Only 210 questionnaires were returned, of which 14 were discarded due to improper filling. Thus, a total of 196 copies of the questionnaire (representing 89.09% of the total number distributed) were eventually used for data analysis.

Design/Statistics

The design of the study was a cross-sectional survey. Hierarchical multiple regression was used as statistical test for data analyses.

RESULTS

The data obtained from respondents were analysed using the Statistical Package for the Social Sciences (SPSS) version 17.0. First, the means, standard deviations, and correlations matrix of the study variables were computed. Thereafter, hierarchical multiple regression was used to test the hypotheses. Gender, marital status, tenure, and age were entered in step 1 of the equation in order to control for any potential influence they may have on organizational citizenship behaviour (OCB). Next, the six dimensions of work motivation: identified regulation, external regulation, amotivation, intrinsic motivation, integrated regulation, and introjected regulation were entered in step 2 of the equation. The Big-Five personality dimensions of extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience were entered in step 3, while organizational climate was entered in step 4.

The results in Table 1 revealed that none of the control variables: (gender, marital status, tenure, and age) was significantly related to OCB. However, among the work motivation dimensions, only intrinsic motivation ($r = .41, p < .001$), integrated regulation ($r = .35, p < .001$), and introjected regulation ($r = .22, p < .01$) were significantly and positively related to OCB, while identified regulation, external regulation, and amotivation were not significantly related to OCB. Also, agreeableness ($r = .23, p < .05$), conscientiousness ($r = .27, p < .001$), and openness to experience ($r = .32, p < .001$) were the only Big-Five dimensions that were significantly and positively related to OCB, whereas extraversion and neuroticism were not significantly related to OCB. Finally, organizational climate was significantly and positively related to OCB ($r = .29, p < .001$).

The results in Table 2 show that the control variables (gender, marital status, tenure, and age) entered in step 1 of the equation were only able to explain an insignificant -1.7% variance in OCB. Further, the addition of the work motivation dimensions (identify regulation, external regulation, amotivation, intrinsic motivation, integrated regulation, and introjected regulation) in step 2 of the equation, contributed significant 24.2% variance in OCB, $\Delta R^2 = .242, \Delta F(6, 185) = 9.89, p < .001$, with only external regulation ($\beta = -.21, p < .01$) and intrinsic motivation ($\beta = .37, p < .001$) making significant negative and positive contributions, respectively. However, the remaining dimensions of work motivation: identified regulation, amotivation, integrated regulation, and introjected regulation all failed to significantly contribute to the prediction of OCB. Furthermore, the Big Five personality dimensions entered in step 3 of the equation contributed significant 7.6% of variance in OCB, $\Delta R^2 = .076, \Delta F(5, 180) = 4.01, p < .01$, with only extraversion ($\beta = -.17, p < .05$) and

agreeableness ($\beta = .16, p < .05$), making significant negative and positive contributions, respectively. The remaining three dimensions of the Big Five personality: Conscientiousness, neuroticism, and openness to experience did not however contribute any

significant variance in OCB. Nonetheless, when organizational climate was included in step 4 of the equation, it contributed significant 3.7% of variance in OCB, $\Delta R^2 = .037, \Delta F(1, 179) = 10.22, \beta = .22, p < .01$.

Table 1

Means, standard deviations, and correlations matrix of the study variables

Variable	M	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1 Gender	1.65	.48	–															
2 Marital Status	3.43	.50	.07	–														
3 Tenure	5.72	5.39	–	.54*	–													
4 Age	32.65	18.33	–	.17*	.31**	–												
5 IDEN	13.85	4.62	.01	-.09	.11	-.03	–											
6 EXT	12.36	5.19	.06	.07	.07	-.01	.26**	–										
7 AMO	10.26	4.49	-.08	.07	.07	-.04	.23*	.31**	–									
8 IM	14.84	3.90	.02	.11	.07	-.12	.11	.17*	-.00	–								
9 INTEG	14.98	4.10	-.02	-.12	-.01	-.12	.39**	.04	.13	.51**	–							
10 INTR	15.42	4.01	-.07	-.12	-.08	–	.20*	-.05	.04	.30**	.54**	–						
11 Extraversion	24.09	4.65	.08	.18*	.14	.03	.01	.08	-.02	.10	-.09	-.11	–					
12 Agreeableness	36.18	5.82	-.05	-.07	–	-.09	.11	.02	.04	.12	.24*	.28**	.05	–				
13 Conscientiousness	35.79	6.01	-.02	.12	-.03	.02	.14*	.02	.04	.29**	.21*	.20*	-.03	.45**	–			
14 Neuroticism	20.23	5.83	.07	-.11	-.05	-.09	–	-.10	-.10	–	–	-.09	-.02	–	–	–	–	
15 Openness	35.48	4.99	.00	.05	.04	.02	-.02	-.10	.03	.32**	.28**	.06	.08	.27**	.25**	-.10	–	
16 OC	131.09	19.23	.07	–	-.08	-.07	.04	-.08	–	.21*	.23*	.13	.02	.19**	.16*	–	.23**	–
17 OCB	76.45	10.04	-.01	.05	.06	.04	.06	-.11	.04	.41**	.35**	.22*	-.13	.23**	.27**	-.05	.32**	.29**

Note. $N = 196$. * = $p < .05$ (2-tailed), ** = $p < .01$ (2-tailed), *** = $p < .001$ (2-tailed). MS = marital status, IDEN = identified regulation, EXT = external regulation, AMO = amotivation, IM = intrinsic motivation, INTEG = integrated regulation, INTR = introjected regulation, Openness = openness to experience, OC = organizational climate, OCB = organizational citizenship behaviour. Gender was coded 1 = male, 2 = female; marital status was coded 3 = single, 4 = married; Age and tenure were coded in years.

Therefore, with respect to personality, Hypothesis 1d was confirmed whereas 1a, 1b, 1c, and 1e were not confirmed. Furthermore, the second hypothesis which states that organizational climate will significantly and

positively predict OCB was confirmed. In addition, we regard to the third hypothesis on work motivation, only Hypothesis 3a was confirmed whereas 3b, 3c, 3d, 3e, and 3f were not confirmed.

Table 2

Summary of Hierarchical Multiple Regression of Predictors of OCB

Variable	β	Adjusted R^2	ΔR^2	F	ΔF
Step 1		-.017	.004	.20	.20
Gender	.00				
Marital Status	.02				
Tenure	.04				
Age	.02				
Step 2		.205	.242***	6.04	9.89***
Identified Regulation	-.01				
External Regulation	-.21**				
Amotivation	.09				
Intrinsic Motivation	.37***				
Integrated Regulation	.16				
Introjected Regulation	.03				
Step 3		.265	.076**	5.69	4.01**
Extraversion	-.17*				
Agreeableness	.16*				
Conscientiousness	.09				
Neuroticism	.11				
Openness to Experience	.12				
Step 4		.301	.037**	6.25	10.22**
Organizational Climate	.22**				

Note. * = $p < .05$, ** = $p < .01$, *** = $p < .001$.

DISCUSSION

This study investigated the association of personality, organizational climate and work motivation with organizational citizenship behaviour among secondary school teachers in Nsukka, Enugu State. The results revealed that extraversion and agreeableness were the only Big Five personality components that significantly contributed negatively and positively to OCB, while conscientiousness, neuroticism and openness

to experience did not contribute significantly to OCB. These findings indicate that teachers scoring high on extraversion engage less in OCB whereas those scoring high on agreeableness engage more in OCB. The findings further suggest that irrespective of teachers' level of conscientiousness, neuroticism and openness to experience, it does not affect whether or not they would engage in OCB.

These findings were somewhat inconsistent with some previous studies (e.g., Singh & Singh, 2009) that found that conscientiousness, extraversion, and agreeableness were significantly and positively related to OCB while neuroticism and openness to experience were negatively correlated with OCB. It is also not in full support of the findings of Kumar (2009) in which conscientiousness, agreeableness, and emotional stability (neuroticism) emerged as the most consistent predictors of OCB.

A probable reason for these surprising findings may be explained on the grounds that because individuals who are high in extraversion are sociable, they may be somewhat preoccupied with socializing and could get easily distracted from performing their own job, with high level of oversight occurring, and thus having less time to spare to engage in OCB. Also, conscientious individuals tend to perform their own part of the job with a minimum of oversight (Morgeson, Reider, & Campion, 2005) as well as being methodical and thorough in their work (Witt, Burke, Barrick, & Mount, 2002), which may make them to become engrossed in their job in order to ensure a well organized outcome. As such, they may neither want to interfere in a colleague's task nor allow the colleague to interfere with their own task just to avert any oversight in their task which may prevent them from accomplishing the best possible outcome. This line of reasoning is reinforced by Rothmann and Coetzer (2003) who stated that high level of conscientiousness may result to irritating fastidiousness or workaholic behaviour. Moreover, given that neurotic individuals tend to be insecure, anxious, and worry a lot (Barrick et al., 2005), they are often laden by their own problems and are thus, less likely to engage in altruistic behaviour (Organ et al., 2006). As for the findings concerning openness to experience, it could be that high

openness to experience individuals does not enjoy routine work, which may make them not to engage in OCB that involves helping colleagues in their work because it may be seen as routine. The finding concerning agreeableness is as expected and is straightforward, by nature, agreeable individuals tend to be considerate, cooperative, and sympathetic, which may prompt them to discern when their colleagues need to be helped on their job.

As expected, the results also showed that organizational climate significantly and positively predicted OCB. This finding suggests that teachers are more likely to engage in OCB if the organizational climate of the school in which they work is perceived to be conducive. In other words, the more conducive the organizational climate, the more teachers engage in OCB. This finding is consistent with previous investigations that revealed that positive organizational climate was significantly associated with OCB (e.g., Ghanbari&Eskandari, 2014).

In addition, the results of the study also revealed that only external regulation and intrinsic motivation contributed significantly in negative and positive directions to the prediction of OCB, respectively. Meanwhile, identified regulation, amotivation, integrated regulation, and introjected regulation all failed to contribute significantly to OCB. These findings indicate that teachers who engage in work-related activities wholly volitionally and because they are interesting to them are more likely to engage in OCB than teachers who don't. More so, being driven by external pressure to engage in an activity is more likely to reduce the level of engaging in OCB among teachers. Also, when it comes to engaging in OCB, teachers' identified regulation, amotivation, integrated regulation, and introjected regulation seems not to matter much.

These findings are somewhat at variance with that of Tang and Ibrahim (1998) that revealed that individual's motivation is significantly related to his or her OCB. A possible reason for the findings in the present study may be premised on the supposition that teachers who are intrinsically motivated engage in work-related activities because they find them interesting and satisfying. Therefore, they are more likely to engage in extra-role behaviour such as helping their colleague following the opportunity it affords them to derive further satisfaction at work. Moreover, being driven by external regulation suggests that the individual is extrinsically motivated. Thus, they only engage in minimal level of OCB because they may not derive any reward for engaging in OCB, since OCB is not often rewarded.

Integrated regulation did not contribute significantly to OCB in this study. This may be because an individual with integrated regulation, align with the value of an activity to the extent that it becomes part of their sense of self (Tremblay et al., 2009). Thus, such individual may only be interested in individual achievement of goals and not interested in collective achievement that may be made possible by engaging in OCB. Therefore, they may be indifferent about engaging in OCB.

Introjected regulation is the regulation of behaviour through self-worth contingencies (e.g., self-esteem, guilty). In work context, teachers who want to attain a positive self-esteem and self-worth in their job may become self-absorbed, less interested in other teachers, and thus not interested in OCB.

Identified regulation involves engaging in an activity because it is personally meaningful and aligns with one's value (Tremblay et al., 2009). This dimension of work motivation fails to contribute significantly to OCB in this study. This may

be attributed to the idea that teachers with identified regulation, although may be hardworking, goal focused and identifies with the values of their work, they may be more competitive, individualistic and self-centred, thus, rarely engage in OCB.

Finally, amotivated individuals do not necessarily have the intention to enact a given behaviour or at best they may act passively (Tremblay et al., 2009). In this sense, they tend to be unconcerned in activities or behaviours that may promote the effective functioning of the organization, such as OCB.

IMPLICATIONS OF FINDINGS

This study contributes to the OCB literature by indicating that indeed, not all personality traits are critical in promoting OCB among teachers, and as such, identifying specific personality traits such as agreeableness may be more advantageous in promoting OCB in comparison to other personality traits. In addition, positive organizational climate is essential in promoting OCB among teachers. Also, even though work motivation is one of the underlying factors that underpins teachers' OCB; it however depends on the type of work motivation that is at play, with intrinsic motivation appearing to be the most promising among other underlying work motivations.

The findings of the present study have also implications for practice. For instance, the finding that agreeableness significantly and positively predicted OCB implies that if school managements are interested in enhancing the functionality of their organization, they can employ job applicants with high levels of the agreeable personality trait that could promote teachers' extra-role behaviour such as OCB, which may turn out to be beneficial to the school as whole.

Further, the finding that organizational climate also significantly and positively predicted OCB indicates that school managements should create conducive organizational climate especially in the areas of organizational clarity and standards, team commitment and resources, autonomy, support and intimacy, rewards and risks, in order to increase the likelihood of the occurrence of OCB among teachers.

Given that intrinsic motivation significantly and positively predicted OCB, school managements should also screen potential employees concerning the type and level of work motivation that is responsible for their seeking employment. Such individuals with high intrinsic motivation should be highly considered for employment. The school management can also design or redesign teachers' task to become interesting and thus intrinsically motivating in order to promote OCB among the teachers.

LIMITATIONS OF STUDY AND SUGGESTIONS FOR FUTURE RESEARCH

A key limitation of this study is its cross-sectional nature, which prevents any causal inferences concerning the relationships tested. Future studies should examine the longitudinal effects of personality, organizational climate, and work motivation on organizational citizenship behaviour. Another limitation of this study lies in the data collection method. The use of self-reported data collected from the same source at one

point in time may have resulted to common-source bias and common-method bias, thereby inflating or attenuating the relationships found in this study. Therefore, upcoming research should utilize different types of data from different sources such as colleagues, principals, and students in order to lower the threat associated with common-source bias and common-method bias. Finally, the small sample size restricts the generalizability of the findings beyond the present sample. It is therefore recommended that future research should utilize more number of participants that could yield broader generalizations across the general teaching profession.

CONCLUSION

The present study showed the significance of specific personality traits, organizational climate, and type of work motivation in promoting organizational citizenship behaviour among teachers. The researchers believe that the findings of this study are useful in helping us better understand how to promote OCB in the teaching profession. However, there are still other avenues that can be used to enhance the OCB of teachers (e.g., work-life balance, work engagement, and leadership style) that were not explored in this study, but the current study represents a high point in the Nigerian teaching context. We recommend the exploration of the impact of these variables on teachers' OCB.

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