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Examining the predictors of teachers' organisational citizenship behaviour from an individual perspective: the role of human values – benevolence, achievement, self-direction and conformity

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ABSTRACT

Organisational citizenship behaviour (OCB) of teachers has been found essential for the effective functioning of schools, and teachers' propensity to perform OCB is determined by various individual and organisational characteristics. The present study investigates the role of human values – benevolence, achievement, self-direction and conformity – in OCB in a sample of teachers. The study model was examined with structural equation modelling using AMOS. Data were collected using self-report questionnaires from 410 teachers in the secondary schools in Sri Lanka. The results revealed that, of the four values examined, benevolence correlated significantly with OCB, while achievement, self-direction and conformity had no significant relationship with OCB. The present study contributes to the growing empirical research on teacher's OCB and offers practical recommendations for principals and educational administrative authorities, and theoretical implications and recommendations for future studies.

Introduction

One of the salient features of a successful organisation is a cooperative system where supportive relations collectively take place, in addition to the well-designed structure and control mechanism (Barnard 1938). This idea gives the opening clues for the origin of the concept, organisational citizenship behaviour (OCB), which denotes employees' behaviours, which are not contractually required of them, but help improve the efficiency of the organisation.

Organ and colleagues (Bateman and Organ 1983; Smith, Organ, and Near 1983) first coined the term 'organisational citizenship behaviour', which was later defined by the former as an 'individual behaviour that is discretionary, not directly or explicitly recognised by the formal reward system, and that in the aggregate promotes the effective functioning of the organisation' (Organ 1988, 4).

OCB has been found to positively predict employee performance (Yaakobi and Weisberg 2020). In the context of schools, teachers' OCB was found to influence student's achievement, which is a common standard of school effectiveness. Jackson (2009) found a significant positive relationship between teachers' OCB and students' achievement scores. The study by DiPaola and Hoy (2005) revealed a significant relationship between students' achievement on standardised tests and teachers' OCBs.

Teachers' OCB in schools has been found to be multidimensional. Somech and Drach-Zahavy (2000) found three dimensions of extra-role behaviour: OCB towards students, colleagues and the school. Christ et al. (2003) identified three dimensions: OCB towards the team, towards the own qualification and towards the organisation. Somech and Ron (2007) identified the five dimensions proposed by Organ (1988, 1990) and Podsakoff, Mackenzie, and Moorman (1990).

However, different assertion has also been expressed with regard to the OCB dimensions of teachers. According to DiPaola and Tschannen-Moran (2001) and DiPaola and Hoy (2005), teachers' OCB is a one-factor construct. Concerning schools, all the resources are directed towards one shared goal, which is students' progress (Blau and Scott 1962). Therefore, all the behaviours of the teachers, such as helping the students and helping co-teachers to prepare teaching materials, are aimed at achieving the one shared goal – the promotion of the students. Hence, the boundaries between the dimensions are less distinct (DiPaola and Tschannen-Moran 2001).

There has been limited research on the antecedents of OCB (Demir 2015). Values, due to their abstract nature and lack of empirical support, have been less studied in social science research (Elton-Chalcraft and Cammack 2020; Spates 1983). The researches that examined human values and their relationship to work performance are limited (Cohen and Liani 2018; Seewann and Verwiebe 2020). Few studies examined the impact of personal values on behaviours (e.g. Fischer and Smith 2006). Moreover, there have been contradictory research findings that examined the relationship between values and OCB (e.g. Arthaud-Day, Rode, and Turnley 2012; Cohen and Liani 2018). The present study explores the relationship between individual values and OCBs among teachers in Jaffna, Sri Lanka, a context never (according to the researchers' knowledge) examined. This would provide a significant contribution to the extant OCB literature, as the contemporary researchers, according to Organ (2018), have started to investigate the generalisability of OCB notions and OCB's antecedents found in Western countries in relation to European and Asian contexts.

Basic human values have been investigated for many years – from Allport and Vernon in 1931 (Allport, Vernon, and Lindzey 1960) to the present day. Kluckhohn (1951, 395) defined value as 'a conception, explicit or implicit, distinctive of an individual or characteristic of a group, of the desirable which influences the selection from available modes, means, and ends of action'. 'The term "values" has been used variously to refer to interests, pleasures, likes, preferences, duties, moral obligations, desires, wants, goals, needs, aversions and attractions, and many other kinds of selective orientations' (Williams 1979, 16). A theoretical link between values and behaviour was established by Rokeach (1973), who also operationalised
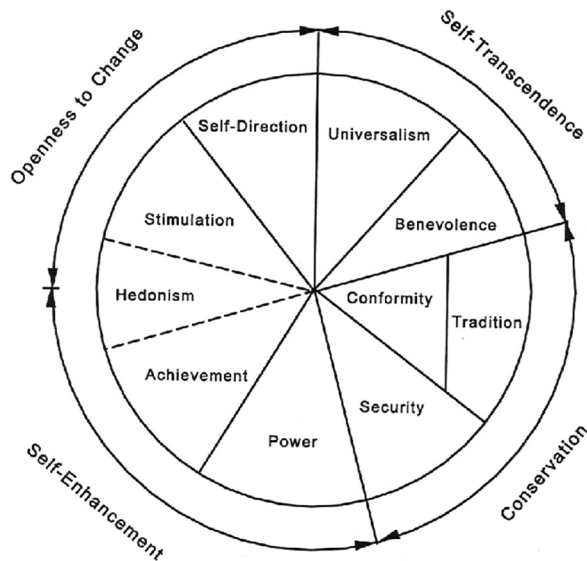
Figure 1. Values structured in a circular continuum.

his conceptual definition of values through a rank-ordering in Rokeach's Value Survey. The Schwartz (1992) value theory is considered to be one of the primary value approaches, as it is theoretically comprehensive and has been validated internationally (Schwartz, Lehmann, and Roccas 1999). According to Schwartz (1994), values are 'desirable transsituational goals, varying in importance, that serve as guiding principles in the life of a person or other social entity' (21). Schwartz and Sagiv (1995) identified 10 value types structured in conflict and compatibility in a circular continuum under four dimensions: self-transcendence, self-enhancement, openness to change and conservation. The theory-based partitioning of values is arbitrary and the boundaries between them are not distinct (Schwartz 1992). Theoretical model of relations among types of values, as suggested by Schwartz (1992), is shown in Figure 1.

Values as predictors of OCBs

According to Parsons (1951), the fundamental function of values is to motivate the behaviours of a social group and control them, and values are likely to guide the behaviour regardless of time or context. The findings of a recent study by Lee et al. (2021) suggest that depending on the importance of value, the relationship between value and behaviour may be stronger than acknowledged before, and that when people attribute more importance to a value, they will display behaviours that are expressive of such value very often.

Theoretical arguments of the present study are developed for four of Schwartz's value types as predictors of OCB, selecting one value from each dimension: benevolence from self-transcendence, achievement from self-enhancement, self-direction from openness to change and conformity from conservation.

Research hypotheses and theoretical background

Benevolence and OCB

The value of benevolence is selected as the representative value of self-transcendence because of its relevance to organisational contexts and its concern for the well-being of others who are in close contact. The value of universalism was not selected from the self-transcendence dimension because of its lack of appropriateness to organisational contexts as it broadly deals with the nature and people and their protection.

Schwartz (1994) defines benevolence as 'preservation and enhancement of the welfare of people with whom one is in frequent personal contact' (22). According to Schwartz (2012), 'benevolence values emphasize voluntary concern for others' welfare' (7), motivate helpful acts, and promote cooperative and supportive social relations.

In line with OCB literature, it has been found that employees tend to display citizenship behaviours when they are aligned with other-oriented values (Brief and Motowidlo 1986; Katz and Kahn 1966).

OCB is a form of prosocial behaviour, which consists of prosocial acts performed for people and acts performed for the organisation (Smith, Organ, and Near 1983).

According to social psychology theory, people resolve to help others as an outcome of their empathy towards them. A study by Settoon and Mossholder (2002) revealed that empathy correlates with interpersonal citizenship behaviour (which was defined as social behaviour which helps a colleague in need). Eisenberg and Miller (1987) found a significant relationship between empathy and prosocial behaviour. Other-oriented empathy comprises the prosocial personality (Penner et al. 1995) and is related to OCB (Penner and Finkelstein 1998; Rioux and Penner 2001). Further, helpfulness is another factor comprising the prosocial personality (Penner et al. 1995) and is related to OCB (Penner and Finkelstein 1998; Rioux and Penner 2001).

Therefore, as individuals with citizenship behaviours are empathetic, helpful and work for the good of others, as discussed earlier, it could be anticipated that the value of benevolence, which also emphasises helpfulness and voluntary concern for others, would predict OCB.

Hypothesis 1: There will be a significant positive relationship between benevolence and OCB.

Achievement and OCB

In this study, the value of achievement is selected from the dimension of self-enhancement as its relative importance is more than that of the other value – power, which is the least important according to Cross-National Importance of Individual Value Types (Schwartz and Bardi 2001), and the potential predictive effect of achievement to OCB could be anticipated to be more than that of power as the latter 'may harm or exploit others and damage social relations' (Schwartz 2012, 15) – which is opposing to the nature of prosocial

behaviours like OCB. Further, hedonism, which partly falls under the dimension of self-enhancement, deals with sensuous self-gratification. To the knowledge of the researcher, no theoretical arguments to link hedonism to OCB exist.

Achievement is defined as 'personal success through demonstrating competence according to social standards' (Schwartz 1994, 22). Applying social exchange theory, we can expect that people might engage in prosocial behaviours like OCBs demonstrating their competence in order to get in return recognition from others and to have personal success. These people, according to Bolino (1999), are 'good actors' who demonstrate OCB for improving their ratings for performance and increasing their possibilities of getting rewarded (e.g. Bolino et al. 2006; Rioux and Penner 2001). The study by Rioux and Penner (2001) revealed that impression management motives (along with the other two motives – prosocial values and organisational concern) were significantly related to OCBs. For instance, a teacher with higher levels of achievement values might help a new teacher in preparation of teaching materials in order to impress him/her and to get in return the success of being seen as a competent teacher among his/her colleagues or in the school.

According to Judge and Bretz (1992), achievement may be demonstrated through hard work. Hard work was positively related to the need for achievement (Miller, Woehr, and Hudspeth 2002). Further, Murray's theory, developed by McClelland et al. (1953) and Atkinson (1958), postulates that motivated behaviour is a function of various needs (e.g. need for achievement) at a given point in time (as cited in Steers and Braunstein 1976).

The value of achievement is comprised of a personal desire for accomplishment, and to reach goals in a socially acceptable manner. This type of value can have an influence on the type of relationship an individual has with his/her organisation and on his/her behaviour that goes beyond the role requirements. Thus, individuals with high achievement values are more likely to develop covenantal ties with their organisation and partake in citizenship behaviours (Neuman and Kickul 1998).

Empirical evidences exist to support the positive link between achievement values and OCB. A study (Neuman and Kickul 1998) conducted among 284 retail sales employees found that the value of achievement predicted all the dimensions of citizenship behaviour. In a sample of 582 students distributed across 135 class project teams, another study (Arthaud-Day, Rode, and Turnley 2012) found a positive relationship between the value of achievement and citizenship behaviour.

Based on the aforementioned arguments, the following hypothesis is formulated:

Hypothesis 2: There will be a significant positive relationship between achievement and OCB.

Self-direction and OCB

The value of self-direction is selected as the representative value of the dimension – openness to change. The other two values in this dimension are hedonism and stimulation. Hedonism is concerned with pleasure and sensuous self-gratification, and stimulation with seeking excitement, novelty and challenge in life. According to the knowledge of the researchers, no theoretical arguments exist to support the link between these values

and OCB. Hence, self-direction has been selected as the value that represents the open-ness to change dimension. Desire to gain self-respect is a characteristic of the individuals who have the value of self-direction (Schwartz and Sagiv 1995).

Identity theory posits that the self, being reflexive, would categorise and name itself in connection with other social categories – the process called identification (McCall and Simmons 1978). Through this process, an identity is emerged. During the formation of identity, one's self is categorised to accommodate a role, and the self would incorporate expectations and meanings related to it (Burke and Tully 1977; Thoits 1986). An individual's behaviour is guided by these expectations and meanings associated with this role (Burke 1991; Burke and Reitzes 1981). A role is a component of a person's identity (Stryker 1980). Hence, for those who willingly demonstrate OCBs, this role can become their personal and social identity as 'organisational citizens', and in order to uphold this identity, they will continue to engage in citizenship behaviours (Penner, Midili, and Kegelmeyer 1997). This argument has been empirically supported by Finkelstein and Penner (2004), who found that one's identity predicted OCB directed towards the individuals and the organisation.

Secondly, the posited link between self-direction and OCB could also be explained in terms of role breadth. Individuals with self-direction values are creative, willing to explore new things, think independently and are good at setting goals and working on to attain them (Schwartz and Sagiv 1995), and thus would prefer to extend their boundaries in the organisation. Since the boundary between in-role behaviours and extra-role behaviours is not clearly defined and it differs from person to person (Morrison 1994), individuals may engage in extra-role behaviours considering them as in-role behaviours (e.g. Lam, Hui, and Law 1999; Morrison 1994). When such employees regard their extra-role behaviours as in-role behaviours, they will engage in them more eagerly, because the motivation to perform in-role behaviours is always higher than that of extra-role behaviours, as the latter is never formally rewarded (Katz 1964; Organ 1988). A meta analysis by Jiao, Richards, and Hackett (2013) and a study by McAllister et al. (2007) found that role breadth predicted OCBs.

Since those who have the value of self-direction are independent and desire to set their own goals (Schwartz and Sagiv 1995) – which would expand their role in the organisa-tion, it could be anticipated that there will be a positive association between self-direction values and the propensity to perform OCBs.

Hypothesis 3: There will be a significant positive relationship between self-direction and OCB.

Conformity and OCB

Of the three value types – tradition, security and conformity – that fall in the 'conservation' region, conformity is selected for this study as it is related to OCB and deals with conservatism regarding social contexts. Tradition is related to conventions and customs, and security with safety.

The potential relationship between conformity and OCB could be explained in terms of the concept of regulatory focus. According to the regulatory focus theory, people are governed by two self-regulatory systems: prevention and promotion. They serve different needs and lead one to different outcomes. When prevention focus is experienced, security

needs dominate, and one will strive to avoid negative and undesirable consequences (Dewett and Denisi 2007). This is most consistent with the maintenance OCBs, such as generalised compliance, altruism, conscientiousness and courtesy.

According to Schwartz, conformity is defined as 'restraint of actions, inclinations, and impulses likely to upset or harm others and violate social expectations or norms' (Schwartz 1994, 22). Therefore, it could be anticipated that the people who are endowed with conformity values that are consistent with the prevention focus would display OCBs.

Hypothesis 4: There will be a significant positive relationship between conformity and OCB.

Method

Participants

The study sample consisted of 410 teachers from the Jaffna district, Sri Lanka. The five education zones in the district – Jaffna, Valikamam, Thenmarachchi, Vadamarachchi and Islands – were the strata of the stratified random sampling. In the study sample, 43% were male teachers and 57% were female teachers. Among them, 42% of the respondents held a bachelor's degree, 9% a master's degree, 35% a trained teachers' certificate, 12% advanced level and 2% other qualifications. Three per cent of the participants were below 25 years of age, 47% were between 26 and 35 years; 37% were 36–45 years; 12% were 46–55 years and 1% were above 56 years of age. Of the respondents, 21% had <5 years of experience in teaching, 32% had between 6 and 10 years, 17% had 11–15 years, 17% had 16–20 years, 6% had 21–25 years, 4% had 26–30 years, 2% had 31–35 years and 1% had >36 years. Of the 410 teachers, 87% were married and the remaining were single.

Procedure

A web-based survey was used to collect the data. The link of the survey was sent to the respondents, and all the questions were completed online at different times during 1 month. A total of 558 teachers were invited to participate in this study. Of the 558 requests, 183 were sent to teachers serving in Jaffna, 166 in Valikamam, 63 in Thenmarachchi, 106 in Vadamarachchi and 40 in the Islands in proportionate to the number of teachers in each zone. Of the 558 requests, 410 were completed, the response rate being 73%.

Measures

OCB Scale

For the development of OCB Scale, the present study adapted the procedures followed by Christ et al. (2003). The measurement items were drawn from the OCB Scale developed by Somech and Drach-Zahavy (2000). Two items were derived from the OCB subscale towards the students (e.g. 'I stay in class during breaks in order to listen to my students'), two from OCB towards the teachers (e.g. 'I offer my colleagues work sheets that I have prepared for my class') and two from OCB towards the school (e.g. 'I assume responsibilities that are not a prescribed part of my job'). The approach advocated by Widaman

et al. (2011) was adopted to select these items. The items that maintained factorial integrity of the construct were selected using structural equation modelling (SEM) iteratively ensuring that the construct encoded in the abbreviated form has the same place in the nomological network of construct relations as the full scale (see Cronbach and Meehl 1955). According to Widaman et al. (2011, 53), this approach has the 'potential merit' to identify appropriate items for shortened versions. All responses were scored on 5-point scales, ranging from 1 (strongly disagree) to 5 (strongly agree). We conducted principal component analysis with Varimax rotation enforcing a three-factor solution in conformity with the theory. All the items loaded on their corresponding factor, with loadings ranging from .77 to .91: Factor 1: OCB towards the students; Factor 2: OCB towards the teachers; Factor 3: OCB towards the school. Table 1 presents the items and factor loadings. In order to confirm the results of the exploratory factor analysis (EFA), we conducted two confirmatory factor analyses (CFAs) (see Bagozzi and Edwards 1998) using AMOS. We tested a one-factor model, where all the six items were required to load on one latent variable, and a three-factor correlated model, where items associated with each of the three dimensions were required to load on their respective latent variables. The three-factor correlated model demonstrated a better model fit (chi-square divided by degrees of freedom, χ^2/df = 2.872; goodness-of-fit index, GFI = .940; normed fit index, NFI = .914; comparative fit index, CFI = .940) than the one-factor model (χ^2/df = 5.393; GFI = .847; NFI = .758; CFI = .787). Moreover, the three-factor model yielded improved factor loadings as shown in Table 1. Internal consistencies (Cronbach's alpha) were sufficient for all the three subscales: OCB-Students .79, OCB-Teachers .73 and OCB-School .74 (Table 3). Therefore, the three-factor model was retained and incorporated into the structural model. Further, the results of the CFA of the entire model demonstrated good fit and there were no validity or reliability concerns with regard to OCB sub-constructs. Composite reliability convergent validity and discriminant validity of the constructs were within the reference range suggested by Fornell and Larcker (1981) (Table 2).

Value questionnaire

The present research employs the Knoppen and Saris' (2009) shortened version of the Schwartz' Portrait Value Questionnaire (see also Saris, Knoppen, and Schwartz (2013) for the revised version of the original paper). Several studies have discussed and adopted this approach (e.g. Beierlein et al. 2012; Cieciuch and Schwartz 2012; Lilleoja 2011). According to Beierlein et al. (2012, 1), which is a replication and extension of Knoppen and Saris (2009), this shortened version has 'overcome the problems of loss of precision due to unifying distinct values' and the 'poor discrimination between values' in the original scale. Lilleoja and Saris (2014) found that the alternative value structure proposed by Knoppen and Saris (2009) is also applicable to representative Estonian data.

Respondents were requested to rate the items on a 5-point response scale (1 = strongly disagree, 5 = strongly agree). A few modifications were made to the scale in its wording. The original interrogative form of the items was changed to statement form to maintain uniformity among the questionnaires and to avoid confusion for the respondents in rating.

Table 1. Study items and factor loadings.

	OCB	EFA	CFA One-factor model	CFA Three-factor model
[a]OCB1	I stay in class during breaks in order to listen to my students.	.910	.619	.705
[a]OCB2	I stay after school hours to help students with class materials.	.804	.730	.944
[b]OCB3	I offer my colleagues work sheets that I have prepared for my class.	.875	.615	.703
[b]OCB4	I help other teachers who have heavy workloads.	.796	.677	.835
[c]OCB5	I assume responsibilities that are not a prescribed part of my job.	.870	.673	.733
[c]OCB6	I make innovative suggestions to improve the school.	.769	.710	.811
	Benevolence			
BE1	It is important for me to help the people around me.	.902		
BE2	I like to care for other people.	.876		
	Achievement			
ACH1	It is important for me to be successful.	.899		
ACH2	I like to do better than others.	.735		
	Self-direction			
SD1	It is important to make my own decisions about what I do.	.854		
SD2	I like to be free to plan and to choose my activities myself.	.897		
	Conformity			
CO1	It is important for me always to behave properly.	.727		
CO2	I like to avoid doing anything people would say is wrong.	.881		

[a]OCB towards students
[b]OCB towards teachers
[c]OCB towards school.

Table 2. Reliability, validity and correlations.

	CR	AVE	MSV	MaxR(H)	OCB	CO	BE	SD	ACH
OCB	0.844	0.644	0.486	0.855	**0.803**				
CO	0.791	0.654	0.575	0.795	0.654	**0.809**			
BE	0.916	0.846	0.486	0.994	0.697	0.646	**0.920**		
SD	0.890	0.802	0.440	0.907	0.574	0.649	0.412	**0.895**	
ACH	0.878	0.785	0.575	0.963	0.563	0.758	0.577	0.663	**0.886**

CR, composite reliability; AVE, average variance explained; MSV, maximum shared variance; MaxR(H), maximum reliability. Numbers in bold (diagonal) = square root of AVE.

Table 3. Mean, standard deviation, internal reliability (alpha) and correlation matrix of the study measures.

		M	SD	Alpha	1	2	3	4	5	6	7	8
1	OCB	4.39	.50	.82		.78**	.82**	.84**	.54**	.47**	.46**	.49**
2	OCB-Students	4.57	.57	.79			.44**	.52**	.54**	.43**	.50**	.44**
3	OCB-Teachers	4.23	.66	.73				.53**	.38**	.36**	.29**	.37**
4	OCB-School	4.38	.63	.74					.40**	.35**	.35**	.40**
5	Benevolence	4.46	.68	.90						.54**	.41**	.58**
6	Achievement	4.54	.65	.86							.61**	.60**
7	Self-direction	4.45	.67	.88								.53**
8	Conformity	4.66	.49	.78								

$n = 410$. **$p < .001$.

Two items measure each of the four values: benevolence, achievement, self-direction and conformity. Sample item for the value of benevolence includes 'It is important for me to help the people around me'. Cronbach's alpha of the original items reported in the literature (Schwartz 2003) is .55. Sample item for the value of achievement includes, 'I like to do better than others'. Cronbach's alpha of the original items reported in the literature (Schwartz

2003) is .75. For the value of self-direction, the sample item includes, 'I like to be free to plan and to choose my activities myself'. Cronbach's alpha of the original items reported in the literature (Schwartz 2003) is .49. For the value of conformity, the sample item includes, 'It is important for me always to behave properly'. Cronbach's alpha of the original items reported in the literature (Schwartz 2003) is .63. We conducted principal component analysis with Varimax rotation enforcing a four-factor solution in conformity with the theory. All the items loaded on their corresponding factor, with loadings ranging from .72 to .90 (Table 1). Cronbach's alphas of all the four values of the present study were sufficient: benevolence .90; achievement .86; self-direction .88 and conformity .78 (Table 3). Furthermore, the CFA findings of the overall model showed strong fit, and there were no issues concerning the four human values' validity or reliability. The constructs' composite reliability, convergent validity and discriminant validity were all within the Fornell and Larcker (1981) reference range (Table 2).

Results

Although the present study merits a large sample size (n = 410), the fundamental assumptions were also examined to explore the nature of the data. The skewness, kurtosis and Mardia's coefficient were not departed from the requirements for conducting parametric tests. Moreover, since the data were obtained from a single-sourced, self-administered questionnaire, Harman one-factor test was carried out to find out whether common method variance (CMV) is problematic. Nonetheless, the results show that a single factor did not reveal much variance and the model fit indices are poor. As a result, there is enough evidence to conclude that the CMV is not a big concern in the current study.

Next, we conducted a CFA to assess the entire measurement model, and the validity and reliability of the constructs. No validity or reliability concerns emerged. The results are shown in Table 2. Composite reliability for all the constructs was satisfactory as they ranged from 0.7 to 0.9, and convergent validity was acceptable as the average variance explained (AVE) for each construct was >0.5. Discriminant validity met the requirement that square root of AVE should be higher than the correlation with other variables as shown in the Table 2 (Fornell and Larcker 1981).

Means, standard deviations, internal reliability and correlation matrix of the study measures are shown in Table 3.

We tested the study model using SEM with three-factor OCB as the dependent variable, and the four values – benevolence, achievement, self-direction and conformity – as independent variables (see Figure 2). A challenge in executing Schwartz's theory is that, by definition, values are intercorrelated significantly, and including them in a statistical analysis would result in unreliable regression coefficients (Schwartz 2009). There are dynamic relations among all the values (Schwartz 1992). Hence, the four values in SEM were interconnected with covariances.

The structural model showed an adequate fit to the data (χ^2/df = 1.23; NFI = .894, CFI = .977, root mean square error of approximation [RMSEA] = .053). Here, the suggestions by Jöreskog and Sörbom (1993) and Kline (1998) were taken into consideration to evaluate the model fit: χ^2/df should be below 3, NFI and CFI should be above .90

and the RMSEA should be below .08. The standardised regression weights and squared multiples correlations of the structural model are shown in Figure 2, and the unstandardised regression weights along with p-values are presented in Table 4.

As shown in Figure 2 and Table 4, there is a significant positive relationship between benevolence and OCB ($\beta = .48$, $p < .05$), supporting Hypothesis 1. However, Hypotheses 2, 3 and 4 have not been supported as OCB had no relationship with achievement, self-direction and conformity.

Discussion

Hypothesis 1, which argues that there will be a significant and positive association between benevolence and OCB, was postulated since OCB is a form of prosocial behaviour that consists of prosocial acts towards individuals and the organisation (Smith, Organ, and Near 1983), and is comprised with other-oriented values (Brief and Motowidlo 1986; Katz and Kahn 1966). As anticipated, the present study found a significant positive relationship between benevolence and teachers' OCB endorsing the findings of a previous study by Cohen and Liu (2011), who found that benevolence and altruistic OCB were significantly related.
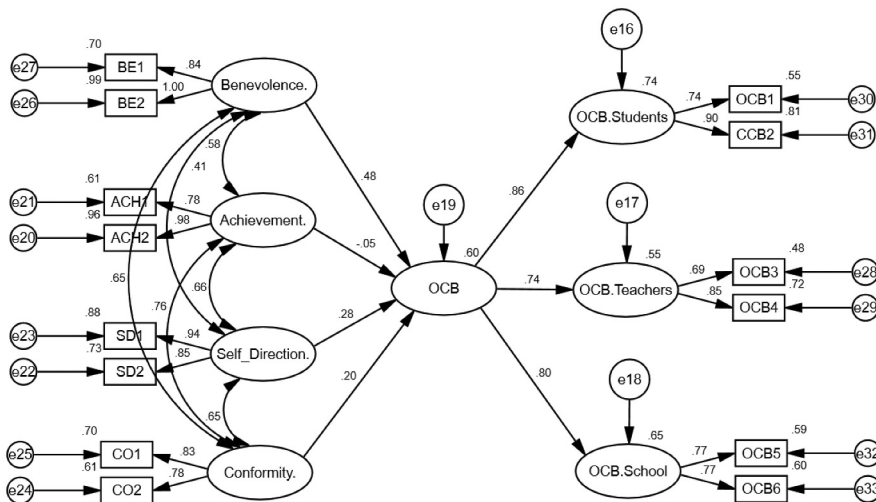

Figure 2. Standardised regression weights and squared multiples correlations of the structural model.

Table 4. Regression weights.

	Estimate	SE	CR	P
OCB < − Benevolence	.283	.094	3.001	.003
OCB < − Achievement	−.032	.109	−.294	.769
OCB < − Self-direction	.187	.104	1.803	.071
OCB < − Conformity	.185	.211	.878	.380

Hypothesis 2, which argues that there will be a significant and positive association between the value of achievement and OCB, was hypothesised applying social exchange theory, in the expectation that people might engage in prosocial behaviours like OCBs demonstrating their competence in order to get in return recognition from others and to achieve personal success. These are the employees who are 'good actors' (Bolino 1999) who display OCB to promote their social status (e.g. Bolino et al. 2006; Rioux and Penner 2001), or those who are driven by impression management motives (Rioux and Penner 2001) and demonstrate OCBs. However, contrary to the expectation, the present study revealed that the teachers' OCBs were not determined by their achievement values. This finding challenges the findings of Neuman and Kickul (1998) whose study revealed that the value of achievement predicted all the dimensions of citizenship behaviour, and those of Arthaud-Day, Rode, and Turnley (2012) who found a positive relationship between the value of achievement and citizenship behaviour. This leaves room for the interpretation that teachers' OCB in the study context might have been determined by other two motives – prosocial values, and organisational concern – rather than impression management, which is associated with the value of achievement as anticipated (according to Rioux and Penner (2001), these three motives – prosocial values, organisational concern and impression management – determine one's OCB).

Teaching is a calling, and teachers have been associated mostly with religious, moral or social values (Rich 2015). There have been teachers as 'missionaries' or 'crusaders' (Floud 1962). In the teaching profession, Lacey (1977) identified individuals who are strongly dedicated to humanitarian ideals. In the study context (Jaffna) too, teaching is perceived as a vocation dedicated to serving the humanity, and it was evolved from the guru–shishya system of education from South Asia, where guru (teacher) will impart knowledge to shishya (disciple) without expecting any remuneration in return. When schools were formally established in Sri Lanka, they too were founded by Christian missionaries who dedicated themselves to serving the people and God. Those schools still exist in the country (the first girls boarding school in South Asia is located in the study context – at Uduvil) and have been imparting education for nearly two hundred years (as cited in Arunthavarajah 2013). The guru–shishya and missionary traditions have been passed on from generation to generation, and their impact on the lives of the people is lasting. There are a number of such schools in the present study population who have been brought up and influenced by them. Therefore, we may expect that these teachers, who have been influenced by other-oriented standards (guru–shishya and missionary traditions), may demonstrate OCBs driven by prosocial values or organisational concern motives rather than impression management motives and may prove themselves to be 'good soldiers' as opposed to 'good actors'.

Future studies in the present study context may address this concern by investigating the potential relationship between teachers' OCBs and their prosocial values and organisational concern motives. If they are found to be 'good soldiers' rather than 'good actors', this would endorse the existing notion that teaching is a noble profession, and teachers are selfless, going the extra mile to help their students regardless of any challenging circumstances. Future research can also investigate on the mixed-motive perspective on OCBs, which argues that self-serving and other-serving motives may coexist, as Bolino (1999, 83) noted, 'it is likely that individuals' motives generally are mixed'. They can examine whether

impression management motives can serve as moderators to strengthen or weaken the potential positive relationship between prosocial motives/organisational concern motives and OCBs (see Grant and Mayer 2009).

Hypothesised relationship of self-direction values with OCB (Hypothesis 3) was postulated on rationale associated with the role identity theory. As the employees driven by self-direction are inclined to seek self-respect, they might be longing to establish a reputation of self-identity as 'organisational citizens' who would be willing to engage in extra-role behaviours. However, contrary to expectation, no statistically significant relationship was found between teachers' self-direction values and their OCBs. This could be interpreted by referring to teachers' identity formation.

The role identity of teachers is dependent on the role standards envisioned by a teacher to fulfil his/her role through classroom teaching or any responsibility entrusted to him/her (Collier 2001; Sfard and Prusak 2005). In the present scenario, it could be presumed that the identity formation of a 'successful teacher' may be stronger than that of 'organisational citizen', because the former may be perceived as an in-role process driven by high levels of motivation, and the latter may be considered an extra-role process persuaded by low levels of motivation, as extra-role behaviours are not formally rewarded (Organ 1988). Therefore, the teachers with high levels of self-direction would have confined themselves to working hard to attain the 'successful teacher' identity as narrated in the following paragraph about some teachers:

> There are some teachers who, consciously or unconsciously, reduce the boundaries between their occupational and other lives. For them, teaching is very 'inclusive' (Argyris 1964), that is, it absorbs much of their time and energy and makes use of many of their talents, skills or abilities. For such people, teaching is particularly personal in the double sense that it draws upon interests and capacities which might, in other occupations, be reserved for non-work activities and that it allows little space for the development of alternative lives. (Nias 1987, 180)

According to Wenger (1998), during the process of forming an identity of a person, he/she is shaped by the practices and customs of a community. In the present study context, teachers are highly regarded and respected. A native proverb of the study subjects in Tamil 'எழுத்தறிவித்தவன் இறைவன் ஆவான்' , paraphrased as teachers being regarded next to God, depicts the distinguished teacher identity fashioned among the people. Therefore, it is not surprising that the teachers in the research context would have endeavoured to attain the personal identity of a 'successful teacher'.

Secondly, one of the characteristics of individuals with the value of self-direction is their desire to achieve self-respect (Schwartz 1992). This desire to *achieve* self-respect reflects, in a way, a motive of *achievement* operating behind the scenes to accomplish their ends. Hence, we may assume that the value of achievement would have served as a mediator in the self-direction-OCB relationship. Therefore, the absence of relationship between self-direction and OCB in the present study context approves the statistically non-significant relationship between achievement and OCB and of the possible explanations discussed in the preceding paragraphs. Future research can examine achievement as a potential mediator in the relationship between self-direction and OCB.

The potential relationship between conformity and OCB was hypothesised (Hypothesis 4) applying regulatory focus theory in the expectation that teachers who are prevention-focused – who seek to avoid negative outcomes – would engage in maintenance OCBs, such as

altruism, conscientiousness, courtesy and generalised compliance, because these qualities are similar to those of conformity – 'restraint of actions, inclinations and impulses likely to upset or harm others and violate social expectations or norms' (Schwartz 1994, 22). However, the results revealed no significant relationship existed between teachers' conformity value and their OCBs. The absence of relationship may be due to teachers' OCBs that could be determined by promotion focus, rather than prevention focus as hypothesised, because an individual can be socialised either for promotion or prevention depending on the relationship he/she would have with the environment at a particular time (Higgins 1997). People who are inclined to promotion focus are led by their aspirations and hopes (Friedman and Förster 2001). While considering the education system of Sri Lanka, specifically the area of teacher development, there has been a number of criticisms levelled against Sri Lanka Educational Administrative Service (SLEAS). The National Education Commission Sri Lanka (2016a) has this to say about the scheme of promotion of SLEAS officers:

> The present scheme of promotions does not provide promising young officers to move up on a fast track basis. However smart an officer, s/he has to wait for a particular number of years to get into the next higher grade.

The criticisms, such as 'the schools are seen as a place to give jobs' (Hoole 2016, 1) to solve the problem of unemployment in the country, and 'staff not properly promoted on time' (National Education Commission Sri Lanka 2016b, 44), may enable one to agree with the assumption that the teachers in Sri Lanka might be concerned with addressing their grievances in their ladder of professional growth, and their regulatory focus may be promotion rather than prevention, because 'promotion focus is concerned with advancements, growth, and accomplishment' (Higgins 1998, 27). Therefore, the OCBs of teachers in the study context would have been driven by promotion focus rather than prevention focus.

As the present study did not examine the two types of OCBs driven by prevention focus and promotion focus, the future studies may be directed towards investigating this dilemma by analysing the two types of OCBs – 'maintenance citizenship behaviours' (e.g. altruism, courtesy and generalised compliance) driven by prevention focus, and 'change-related citizenship behaviours' (e.g. personal initiative, taking charge and offering suggestions or ideas) driven by promotion focus (see Dewett and Denisi 2007, 246).

Schools and the higher authorities concerned, while ensuring that teachers' concerns with regard to their professional development are addressed, should acknowledge as a note of caution the fact that teachers' OCBs are not always stable. Research has shown that when OCBs are seen by employees as crucial for promotion, they will willingly demonstrate them, and once their promotion is attained, their OCBs will start to decline (Hui, Lam, and Law 2000), and that one's regulatory focus is decided by a number of determinants, such as incentives, values and commitment (Meyer, Becker, and Vandenberghe 2004).

Finally, the knowledge of value orientations of teachers could be operationalised at different stages of managerial process, such as planning, implementation, etc. For example, teachers with self-direction values could be assigned to committees that embark on programmes with innovative interventions to address the problems of slow learners, since those with self-direction are creative, exploring and independent, while those with achievement values may contribute to succeeding at outcome-based programmes.

Limitations

Since teachers' OCBs and their individual values were measured by self-report ratings, there is possibility for social desirability bias, because 'questionnaire items may prompt responses that will present the person in a favourable light'. However, it would not be a serious concern while interpreting the correlations involving the scale, as long as this bias 'causes only an upward shift in the distribution of responses' (Podsakoff and Organ 1986, 535). Further, the cross-sectional nature of the study prevents any conclusions regarding causality. Finally, regarding the hypotheses postulated in the present study, not all of them were supported, implying that their theoretical rationale to link the value–OCB relationship may need to be revised.

Conclusion

Values surpass specific situations or contexts (Schwartz 1992). They affect people's behaviours in an ethnic group, within a country or across nations (Abd El Majid and Cohen 2015). The present study joins a journey of research begun in the recent past – investigating the effects of human values on employees' behaviours (Ang, Van Dyne, and Begley 2003). By examining the impact of teachers' values on their OCBs, the present study adds significant value to this line of research. The findings of this study emphasise the need for more studies about human values in the educational settings.

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