THE EFFECT OF CONSCIENTIOUSNESS AND AGREEABLENESS ON ORGANIZATIONAL CITIZENSHIP BEHAVIOR AMONG TEACHERS IN KOTA KINABALU

SITI NORSYIDA BINTI ABU BAKAR

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Disahkan oleh:

(Penulis: SITI NORSYIDA BT ABU BAKAR) (TANDATANGAN PERPUSTAKAWAN)
KM 17, JLN. PUTRA, 06150
ALOR STAR, KEDAH

Penyelia: DR. ARSIAH BT HJ. BAHRON

Tarikh: 27/11/2007

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DECLARATION

The materials in this thesis are original except for quotations, excerpts, summaries, and references, which have been duly acknowledged.

SITI NORSYIDA BINTI ABU BAKAR
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In the name of Allah, the Most Merciful, the Beneficent,

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The actual reward rests only with Allah.
This research was conducted to test the relationship between two variables among teachers in Kota Kinabalu. In the organizational citizenship behavior context, it can be seen as, the higher the conscientiousness and agreeableness, the higher the organizational citizenship behavior. In this research, two variables have been tested namely independent variables which comprise of the conscientiousness and agreeableness, and dependent variables, as organizational citizenship behavior. The relational model has been formed and tested consisting of three variables i.e. conscientiousness, agreeableness and organizational citizenship behavior and two moderator i.e. age and gender. The problem explored in this research is whether conscientiousness and agreeableness affects organizational citizenship behavior among teachers in Kota Kinabalu. Three research questions were forwarded for this study. Firstly, what type of personality that can influence organizational citizenship behavior?, secondly, what is the relationship between personality and organizational citizenship behavior?. Lastly, what is the role of age and gender in the relationship between personality and organizational citizenship behavior? To answer these research questions, this study has outlined three research objectives. First, to identify the type of personality among teachers that will influence organizational citizenship behavior, second, to test the relationship between personality and organizational citizenship behavior and finally to test whether age and gender moderates the relationship between personality and organizational citizenship behavior. This study is conducted in schools in Kota Kinabalu. The respondents are 130 teachers from the selected schools. Altogether, six hypotheses are forwarded to be tested and assisted by the Statistical Package for Social Science (SPSS) Version 13.0 statistical package. The tests conducted on the structural model indicate that: i) there are positive significant relationships between conscientiousness and organizational citizenship behavior; ii) there are positive significant relationship between agreeableness and organizational citizenship behavior; iii) age is not significant in the relationship between conscientiousness and agreeableness on organizational citizenship behavior; iv) gender is not significant in the relationship between conscientiousness and agreeableness on organizational citizenship behavior. These research findings give several implications. A number of research limitations are identified and suggestions for future research are proposed.
ABSTRAK

KESAN SIFAT KETELITIAN DAN KEBOLEHTERIMAAN KE ATAS KELAKUAN KEWARGAAN ORGANISASI DI KALANGAN GURU DI KOTA KINABALU

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CHAPTER 1

INTRODUCTION

1.1 Overview

Personality is a relatively stable precursor of behavior; it underlies an enduring style of thinking, feeling and acting (Hogan: 1991; Mc Crae & Costa: 1997). Personality is a set of enduring traits and characteristics that relate to a person's emotions, motivations, interpersonal interactions and attitudes. It may dictate attitudes towards situations or people attitudes are transient and personality is enduring.

In order to hire a worker personality also has an important role. It is because the way they conduct their job depends on their personality. Although educated, experience is the main point for hiring worker but it does not mean all educated person can perform better just because of their education, actually personality also can affect their work behavior.

Previous researcher says that in recent years, more organizations have been using self-reporting personality to identify personality traits as part of their hiring or management development process. Employers recognized that experience; education and intelligence may not be the only indicators of who the best to hire might be. Additionally, understanding one's own personality characteristics may improve one's ability to develop as an employee and manager. So, it is important to understand the different facet of personality and the ways in which they can be measured.

In talking about personality, what researcher wants to identify is 'The Big Five of Personality'. It contains five domains of the Costa and Mc Crae (1993) five factor model of personality.

The five factor model or "big five" of personality represents taxonomy to describe the human personality in a comprehensive way. It consists of the following traits: neuroticism,
extraversion, openness, agreeableness and conscientiousness (Goldberg: 1990). Neuroticism refers to tendencies towards being tense, nervous and experiencing negative affect such as pessimism. Extraversion refers to tendencies towards sociability, assertiveness, activity and the experience of positive emotional states. Openness encompasses open-mindedness, adventure-seeking, imaginativeness and broadness of interests. Agreeableness refers to the disposition to trust the others, to be friendly, sensitive and altruistic. And conscientiousness reflects the tendency to be industrious, achievement striving, dutiful and disciplined. (Murphy: 1996, p. 22) comments on this possibility when he notes that an individual who is high on conscientiousness “might be so conventional and rule-bound that he or she cannot function in anything but the most bureaucratic setting”. Several studies have shown that the big five operates similarly in the United States and Japan (Beaujouan: 2000; McCrae & Costa: 1997; McCrae et al: 1996). However, that studies have typically used community samples, instruments designed for non-work applications, or have not examined both factorial invariance and the relationship of the big five factors with a common outcome variable of interest across cultures.

Then, researcher talked about organizational citizenship behavior where researcher takes it as dependent variable in this study. Organizational citizenship behavior was defined initially as constructive or cooperative gestures that are neither mandatory, nor directly or contractually compensated for by formal organizational reward systems (Organ & Konovsky: 1989; Smith, Organ, & Near: 1983). Organizational citizenship behavior has benefited greatly from Organ's (1988) conceptualization of organizational citizenship behavior as consisting of five distinct factors: altruism (helping behaviors directed at specific individuals), conscientiousness (going beyond minimally required levels of attendance), and sportsmanship (tolerating the inevitable inconveniences of work without complaining), courtesy (informing others to prevent the occurrence of work-related problems), and civic virtue (participating in and being concerned about the life of the company).
In this study researcher only look at two variables in the big five that is agreeableness and conscientiousness as independent variables and relate it with organizational citizenship behavior.

1.2 Problem Statement

Personality traits influence personal values and attitudes, as most recent empirical research has demonstrated (Olver & Mooradian: 2003). Work involvement reflects attitudes and values towards a particular aspect of life and, hence, it must relate to personality traits (Lawler & Hall: 1970). This research tried to understand the relationship between the personality and organizational citizenship behavior. Other than that, this study tried to get personnel with the right personality to enable them to participate in the organizational development. It is because although some organization tests the potential employee personality before they are hired in the organization. This is to make sure that people with the right personality is selected.

In the teachers' profession, organizational citizenship behavior is really needed. It is because teachers have many responsibilities not only in the schools hour but also outside of their job time cope. Hence, what type of the personality must teacher have? So, the researcher tried to study what type of personality must teacher have in perform their job.

So, the research questions here are:

1) What type of personality that can influence organizational citizenship behavior?
2) What is the relationship between personality and organizational citizenship behavior?
3) What is the role of age and gender in the relationship between personality and organizational citizenship behavior?
1.3 Objectives of study

The objectives of the study are:

1) To identify the type of personality among teachers that will influence organizational citizenship behavior.

2) To test the relationship between personality and organizational citizenship behavior.

3) To test whether age and gender moderate the relationship between personality and organizational citizenship behavior.

1.4 Scope of study

The scope of this study was to study the relationship between conscientiousness and agreeableness and organizational citizenship behavior among the teachers in Kota Kinabalu. Although there are five model of personality such as conscientiousness, agreeableness, openness, neuroticism and extraversion but the researcher just focuses on only two which are conscientiousness and agreeableness because many of the previous research showed that these two variables were significant with the organizational citizenship behavior.

This study chose teachers from the selected schools in Kota Kinabalu as respondents'. The researcher proposed teachers as a case study because teachers can be the role model for the students and as we know the time students spent with their teachers in school is quite long as compared with that spent at home. Other than that, teachers have other extra responsibilities, for examples during the weekend where they have to give tuitions for the students and also sports activities to attend to and so on. Hence, this study is to investigate what are the types of personality should teachers have that can impact their organizational citizenship behavior in doing their jobs.
1.5 Significance of study

According to the researcher's study before it is still have a few studies mention about the relationship among these variables towards teachers. Although there are many researches done about the personality and organizational citizenship behavior, the researchers only focus on soldiers and doctors. Beside only Japan and United States did the study and Malaysia have to do it yet especially Kota Kinabalu.

Other than that, the purpose of this study is to verify the resources of personalities study for future researcher’s references.

This study is significant in helping or facilitating the Ministry of Education in the selection and recruitment of teachers as well improvise quality of education in the government sector because the findings of this study will show how the teachers can perform their behavior much better based on their personality types.

1.6 Definition of key variables

1.6.1 Agreeableness

Agreeableness incorporates expressive qualities of love and empathy, friendliness, cooperation and the like. Agreeableness reflects individual differences in concern with cooperation and social harmony. Individual's agreeableness value getting along with others. They are therefore considerate, friendly, generous, helpful, and willing to compromise their interests with others. Agreeable people also have an optimistic view of human nature. They believe people are basically honest, decent, and trustworthy. In this study, agreeableness is one model of big five model. It defined as people high in agreeableness as forgiving, lenient, sympathetic, agreeable, and softhearted. Low scorer in agreeableness is more negative terms such as ruthless, uncooperative, suspicious, and stingy (Mc Crae & Costa: 1987).
1.6.2 Conscientiousness

Conscientiousness defined as a diversity of descriptors pertaining to a person's proclivities and dispositions in the instrumental worlds of work, achievement, accomplishment, and so forth. A person high in this type is careful, well organized, punctual, ambitious, and preserving and low in conscientiousness is people tend to be lazy, negligent, aimless and irresponsible (McCrae & Costa: 1987).

1.6.3 Organizational citizenship behavior

In the context of this research, organizational citizenship behavior defined as individual behaviors that are beneficial to the organization and are discretionary, not directly or explicitly recognized by the formal reward system (Organ: 1988). These behaviors are rather a matter of personal choice, such that their omissions are not generally understood as punishable. Organizational citizenship behavior is thought to have an important impact on the effectiveness and efficiency of work teams and organizations, therefore contributing to the overall productivity of the organization.

1.7 Organization of study

In order to clarify the research, the thesis consists of five chapters. The type of information included in each chapter is as follows:

Chapter 1 Introduction- This chapter presents an overview of the research and its significance. In addition, the rationale and necessity of the research is also included in this chapter. It also identified the scope of study.

Chapter 2 Literature Review- The purpose of this chapter is to provide the sufficient knowledge regarding to the issues of the study. The past studies from the different researchers were referred and examined. To be more understanding, their theories and ideas were explained through this chapter by referring to their findings.
Chapter 3 Methodology- This chapter gives explanation to the techniques and methodologies that were used to conduct the research. A theoretical framework was presented as well as the explanation of research hypotheses, type of study, nature of study, unit of analysis, instrument, and population of sample, data collection and data analysis methods.

Chapter 4 Key findings- This chapter exemplifies the respondent profiles and research findings.

Chapter 5 Discussion and conclusion- This chapter concludes all information and interpretation of the data including implications and limitations of research and suggestion for future study.
CHAPTER 2

LITERATURE REVIEW

2.1 Introduction
This chapter is about the survey of literature in the area of the relationship between personality and organizational citizenship behavior among teachers in Kota Kinabalu. There are a few factors that can influence the personality towards behavior as identified in this chapter.

2.2 Definition of Key Concept

2.2.1 Personality
Many definitions of personality exist and many researchers try to define the best means of personality. According to Allport (1937), “personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustment to his environment”.

For Funder (2001), personality is an individual's characteristics patterns of thought, emotion and behavior, together with the psychological mechanisms hidden or not behind the patterns.

Personality refers to cognitive and behavioral patterns that show stability over time and across situations. That is the way Cattell, (1965) defined personality.

On the other hand, according to MacKinnon (1944), personality refers to a person's distinctive interpersonal characteristics, especially as described by those who have seen that person in a variety of situations.

There are several types of personality traits defined in this chapter:
2.2.1.1 A three factor model

According to Eysenk (1967, 1997), there are three broad personality factors, named neuroticism, extraversion-introversion and psychoticism. Eysenk and Eysenk (1991) describe the typical extravert. For Eysenk a high scorer on the introversion-extraversion scale as a someone who is sociable, craves excitement, takes chances, is fond of practical jokes, is not always reliable and can at time lose his temper. The high scorer in neuroticism is someone who tends towards anxiety and depression, worries, has bad sleep and psychosomatic disorders, allows emotions to affect judgement, and is preoccupied with things that might go wrong. A high scorer on psychoticism is solitary, often troublesome, sometimes cruel, unemphatic, and aggressive and has unusual taste.

2.2.1.2 Big five of personality

In this study, the personality that the researcher focuses on is the “big five” or five-factor model of personality. According to Digman: (1990); Goldberg: (1993); McCrae and Costa: (1996); O'Connor: (2002), this type of personality represents a taxonomy to parsimoniously and comprehensively describe human personality, whose validity is strongly supported by empirical evidence. The five factors are generally labeled extraversion, conscientiousness, agreeableness, emotional stability, and openness to experience (Digman: 1990).

For Hough & Fumham (2002) the big five has been ubiquitous in personality research, being robust and generalizable across rating sources, cultures, languages, and factor extraction and rotation methods.

As discussed by Mount and Barrick (1995, p. 160), “it appears that many personality psychologists have reached a consensus that five personality constructs, referred to as the big five, are necessary and sufficient to describe the basic dimensions of normal personality”. Interest has also increased due to research documenting empirical linkages between the “big
five" personality constructs and measures of individual performance and success in work organizations in both North America (Barrick and Mount: 1991); Hough et al.: 1990; Tett et al.: 1991) and Europe (Salgado: 1997).

Despite criticism of the model (Block: 1995; Cattell: 1993; Eysenck: 1992) the five factor model has received extensive empirical support (Digman: 1990; Goldberg: 1993; McCrae & Costa: 1996; O'Connor: 2002; Ostendorf & Angleitner: 1992; Wiggins & Trapnell: 1997) and has gained acceptance as the trait personality model that can provide the desired personality variable consistency across samples and contexts (Goldberg: 1993; Salgado: 1997). Critical properties of the five factor model include the remarkable temporal stability of its traits (Judge et al., 1999) and its demonstrated cross-cultural applicability (Paunonen et al.: 1996; McCrae & Costa: 1997).

The five-factor model of personality has become widely accepted by personality and industrial psychology researchers. It includes traits of extraversion, conscientiousness, agreeableness, neuroticism, and openness to experience (Costa & McCrae: 1992; Digman: 1990). The five-factor model has demonstrated validity in predicting a variety of work behaviors, including work performance (Barrick & Mount: 1991), motivation (Judge & Ilies: 2002), leadership (Judge et al.: 2002), and workplace deviance (Colbert et al.: 2004).

2.2.2 Organizational citizenship behavior

According to Organ's (1988) definition about organizational citizenship behavior, it is "individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and in the aggregate promotes the efficient and effective functioning of the organization" (p.4). Organ's (1988) conceptualization of organizational citizenship behavior as consisting of five distinct factors: altruism (helping behaviors directed at specific individuals), conscientiousness (going beyond minimally required levels of attendance), sportsmanship (tolerating the inevitable inconveniences of work without complaining), courtesy (informing others to prevent
the occurrence of work-related problems), and civic virtue (participating in and being concerned about the life of the company).

Organizational citizenship behaviors, which often have a social component, maybe influenced by levels of positive affect (George & Brief: 1992; Organ: 1988), and these behaviors may have important implications for overall organizational effectiveness.

For Borman and Motowidlo (1993) proposed a model of performance with two components at the highest-level: task performance and contextual performance. Task performance consists of activities that (1) directly transform raw materials into the goods and services produced by the organization or (2) service and maintain the technical core by replenishing supplies, distributing products and providing planning, coordination, supervising, and staff functions that allow for efficient functioning of the organization (Motowidlo, Borman, & Schmit: 1997).

Contextual performance consists of activities that support the broader environment in which the technical core must function, including behaviors such as volunteering for task not formally part of the job, demonstrating effort, helping and cooperating with others, following organizational rules and procedures, and supporting organizational objectives (Borman & Motowidlo: 1993) and actually contextual performance is similar in definition to Organ's (1988) organizational citizenship behavior (OCB).

Podsakoff, Ahearne, and MacKenzie (1997) and Podsakoff and MacKenzie (1994) stated that the widespread interest in organizational citizenship behavior primarily stems from the fact that organizational citizenship behavior leads to improved organizational effectiveness.

Although this five-factor conceptualization reflects Organ's original thinking about organizational citizenship behavior, recent research has found support for a three factor model of organizational citizenship behavior (Podsakoff et al: 1997). In this recent conceptualization, conscientiousness is removed and altruism and courtesy are combined with cheerleading to

Different definitions were given by Organ & Konovsky (1989); Smith, Organ and Near (1983). For them organizational citizenship behavior was defined initially as constructive or cooperative gestures that are neither mandatory, nor directly or contractually compensated for by formal organizational reward systems.

Borman and Motowidlo (1993), citizenship performance “shapes the organizational, social, and psychological context that serves as the critical catalyst for task activities and processes” (p. 71), and includes behaviors such as helping others with their jobs, supporting the organization, and volunteering for additional work or responsibility.

Podsakoff et al (2000) organized the different constructs of organizational citizenship behavior into seven common dimensions: helping behavior, sportsmanship, organizational loyalty, organizational compliance, individual initiative, civic virtue, and self-development.

According to (Podsakoff, MacKenzie, Paine, & Bachrach: 2000) have been most frequently examined by the researchers. Altruism refers to helping behaviors directed at individuals within the organization, which ultimately benefit the organization. An example of altruism is helping a co-worker who has fallen behind in his or her work. Conscientiousness (originally called Generalized Compliance), refers to behavior which benefits the organization, not specific individuals or group. It is basically performing one’s role in the organization, but doing so in a manner which is beyond the norm. Examples of this type of organizational citizenship behavior include not wasting time, punctuality and attendance beyond the norm. Civic virtue is the responsible participation in the political process of the organization. Examples for civic virtue include attending meetings, keeping abreast of organizational decisions and issues, and expressing opinions. Sportsmanship refers to tolerating the inconveniences and annoyances of organizational life without complaining and filing
grievances. Courtesy involves preventing problems by keeping others informed of your
decisions and actions which may affect them and passing along information to those who may
find it useful.

According to Smith *et al.* (1983) defined organizational citizenship behavior as
individual contributions in the workplace beyond role requirement and contractually rewarded
job achievements. To this extent, organizational citizenship behavior can be described as
discretionary (Meyer & Herscovitch, 2001), contextual (Borman & Motowidlo, 1997) or extra
role performance.

Aizzat (2001) study the relationship between procedural justice and expectation on the
organizational support, organizational commitment and organizational citizenship behavior
among hotel workers.

The latest definition of organizational citizenship behavior is defined by Organ (1997);
Rotundo & Sackett (2002). They defined organizational citizenship behavior as individual
behavior that promotes the goals of the organization by contributing to its social and
psychological environment.

Azhar (2004) looks on emotion and four variables which are professional commitment,
organizational commitment, work satisfaction and organizational citizenship behavior among
workers and middle management in two public and private organizations.

2.3 Dependent Variables

Research on citizenship behavior has produced some interesting insights in organizational
settings (Organ, 1988; Organ & Ryan, 1995), but until recently the concept has been
neglected in the study of schools (Cantrell, Lyon, Valdes, White, Recio, & Matsum, 2001;

Teachers are professionals in the sense that they study a relatively long time to master
the fundamentals of teaching (expertise) and their primary commitment is to their students
Teaching is a complex activity that requires professional discretion. Moreover, professional behavior cannot be readily routinized into a set of predetermined activities because complexity is situational and requires judgment (Rowan, Raudenbush, & Cheong, 1993). Organizational citizenship is a useful term to describe voluntary teacher behaviors that go the “extra mile” to help students and colleagues succeed and that are not performance expectations of their official role.

The pioneering conceptualization of organizational citizenship behaviors stresses that employee organizational citizenship behavior, when aggregated over time and across people, influences organizational effectiveness (Bolino & Turnley, 2003; Organ, 1997). Altruism and generalized compliance were the initial dimensions of organizational citizenship (Smith, Organ, & Near, 1983). Altruism is not simply doing good works; rather it is voluntarily helping people in need of assistance. When individuals have specific problems or seek help, altruistic people go the extra mile in aiding them; they give willingly. Another basic dimension of citizenship behavior is generalized compliance, which is doing the “right thing” to help the organization.

Conscientiousness, using time wisely for organizational purposes, is yet another characteristic of organizational citizenship behavior. Citizenship behavior surpasses any enforceable minimum standards; workers willingly go beyond stated expectations in performing their roles.

Organizational citizenship in schools, however, departs from most of the earlier research in that all aspects of citizenship fold into an integrated whole. In two separate factor analytic studies, DiPaola and Tschannen-Moran (2001) found that there were not five separate dimensions of the construct, or even two for that matter, but rather that a single dimension captured all aspects of organizational citizenship in schools. In other words, both benefits to the organization (helping the organization) and benefits to the individual (helping individuals) combined into a single, bipolar construct.
2.4 Demographic characteristics

In the demographic characteristics, researcher chose gender and age as a moderator between personality and behavior. According to Organ, although there are no indications that there are differences between men and women regarding frequency ratings of organizational citizenship behavior, little research has examined if the outcomes associated with organizational citizenship behavior differ across gender. Interestingly, the majority of studies finding that performance outcomes are influenced by organizational citizenship behavior have been based on samples comprised primarily of men.

Allen and Rush (2001) suggested that if women are expected to perform organizational citizenship behavior more frequently than are men, then acts of organizational citizenship behavior might be less salient when performed by women.

According to Feingold (1994); Cost, Terracciano and McCrae (2001), the hypothesis that men and women will display differences in personality traits arise from biological and social models of personality that man and women differ because of biologically/evolutionarily-based innate temperamental or hormonal differences or that personality differences appear because men and women class themselves into gender roles.

The two meta-analyses of Feingold (1994) and Costa, Terracciano and McCrae (2001) collected findings of studies on personality traits from many different age groups and nations.

The first of meta-analyses report that, across cultures (Canada, China Finland, Germany, Poland and Russia, males score higher on assertiveness measures, whereas females score higher on anxiety, trust and tender-mindedness (Feingold, 1994). The second is from Costa, Terracciano and McCrae (2001). Costa and colleagues reported that women were higher in negative effect, submissiveness and nurturance. Men were higher in dominance and were less concerned with feelings than with ideas.

In one such study, the Longitudinal Aging Study Amsterdam (LASA) of men and women aged fifty-five to eighty-five, 2,165 participants were follow up for three years. At
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