Measuring the Role of Training And Development Activities in Enhancing Organization Citizenship Behavior

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Abstract

In today's dynamic competitive environment, Organizations constantly look for the workforce who can go beyond the formal requirements of the job role. This search is mainly to enjoy the benefits of Human resources being the core competence of the Organization. So as to realise this many initiatives are taken by the organizations and one such is training and development activity. Moreover Organization insist on owning the employees, who practice good citizenship behaviour, so that they can represent the company 24x7, and be the part in Organizations success. Organ (1988) defines Organizational Citizenship Behaviour (OCB) as "individual behaviour that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization". This paper makes an attempt to understand the relationship between the training and development activities of the organization and OCB. Data collected by considering convenient sample of 116 academicians was analysed using Descriptive statistics and correlation. The results revealed that there is a prominent role played by the training and development activities in promoting the citizenship behaviour of the teaching fraternity. Faculty are motivated, supported to attend training and development programmes and they making use of these programmes to exhibit their in-role (mandatory) and extra-role (discretionary) job behaviour.

Keywords: Organizational Citizenship Behaviour, Core competence, Training & Development.

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INTRODUCTION

It has been offered by Organ et al. (2006) that OCB can: i) enhance productivity (helping new co-workers; helping colleagues meet deadlines) ii) free up resources (autonomous, cooperative employees give managers more time to clear their work; helpful behaviour facilitates cohesiveness (as part of group maintenance behaviour) iii) attract and retain good employees (through creating and maintaining a friendly, supportive working environment and a sense of belonging) iv) create social capital (better communication and stronger networks facilitate accurate information transfer and improve efficiency). As mentioned earlier Training and development activities play a crucial role in shaping the individual behaviour at the workplace. Thus the need for the present study "Measuring the role of Training and Development activities in enhancing Organization Citizenship behaviour (OCB)" has been felt. The purpose of the present research is to test the hypotheses regarding the relations between the variables in training and OCB

LITERATURE REVIEW

Organizational Citizenship Behaviour (OCB) is a unique aspect of individual activity at work, first mentioned in the early 1980s. Bateman and Organ (1983) first used the term "organizational citizenship" to define the beneficial behaviours of workers that were not prescribed but occurred freely to help others achieve the task at hand. Podsakoff, Mackenzie, Paine and Bachrach (2000) identified five categories of OCB: (1) altruism: helping an individual co-worker on a task, (2) courtesy: alerting others in the organization about changes that may affect their work, (3) conscientiousness: carrying out one's duties beyond the minimum requirements, (4) sportsmanship: refraining from complaining about trivial matters, and (5) civic virtue: participating in the governance of the organization.

Williams and Anderson. (1991) mentioned that helping behaviour has been identified as one of the prominent dimensions of OCB and is defined as voluntarily helping others with, or preventing the occurrence of work related problems. Forgas. (2002) concluded that the positive mood state will influence the helping behaviour which is perhaps nested in affect priming. With priming, an employee in a positive mood is more likely to feel positive toward co-workers and is more likely to help them.

Avery and Quinones, 2002; LePine and Van Dyne, 1998; Robinson and Morrison, 1995) from their research they stated that, Civic virtue is an employee's willingness to participate in meetings, engage in policy debates, and keep the company's best interest in mind, even at great personal costs. Many studies have focused specifically on civic virtue in OCB Sportsmanship is somewhat similar to organizational loyalty and compliance. Organizational loyalty entails promoting the organization to outsiders, defending it against external threats, and remaining committed to it regardless of the circumstance.

In a meta-analysis of the past fifteen years of organizational citizenship research, Podsakoff, Mackenzie, Paine and Bachrach (2000) outlined the extent to which a compendium of variables

influenced various dimensions of OCB. Although there has not been much empirical attention given to the relationships among other task-related variables (such as training) and OCB, the meta-analysis of Podsakoff et al. (2000) suggests this to be a fruitful area of study and thus investigated in this research.

FezaTabassumAzmi et al., (2016), from their study discussed that, Organizational citizenship is a thought that all companies desire to have but very few can actually attain. It is entrenched in individual employees' view of the company and how they associate themselves with it. In their study they presented, an introduction to the topic- OCB. The original definition of OCB is discussed, followed by the various studies and researches on OCB, criticisms about the OCB definition, and concepts related to OCB such as prosocial organizational behavior, organizational spontaneity, and contextual performance.

Training and development is a function of human resource management concerned with organizational activity aimed at bettering the performance of individuals to cope with the new demands, which is considered as organizational support. Nikolett & Nawangsari. (2019) believed that availability of training can be related positively to OCB and thus investigated in the current research.

They found out that Employee staffing, Training and development, Compensation and reward and Performance appraisal together simultaneously have a positive and significant effect on the Organizational Citizenship Behavior of Mall Kelapa Gading. This means that employee staffing is more satisfying, training and development is more beneficial for employees, compensation and reward make employees feel more valued and performance appraisal is more effective, the higher the employee's organizational citizenship behavior to the company. Dr. Nishikant C. Warbhuwan (2019), concluded from their study that the learning and development strategies of public and private banks found different; with respect to effectiveness of training, sufficient investment in training, needs assessment, benefits, and minimization of faults in daily work.

Rajeshawari et al. (2019), analyzed the case study on employees of services and manufacturing segments to understand their inclination towards learning methodologies and has statistically proved that there is no significant difference between learning methodologies in Services and manufacturing industries. Employees preferred learning methodologies have been a blended methodology of Classroom training with case studies, field visits supported by on the job training in both industries.

Training offers many benefits to employees and to the organization as a whole. Menaka.Bammidi and Puppala. Hyndhavi (2019) from their study concluded that employee job performance is dependent on effective training. They suggested to all the operational level management to develop new modules in the training programme so that the resources are utilized both in Technical and Production at optimum level. The study insisted that every organization needs to decide about what to train, how to train, how to implement and evaluate training to make it most effective in improving the employee job performance.

Rubel & Rahman. (2018) found out that there is a powerful positive link between training and development (TD) practice and citizenship behavior. Therefore, HR managers and experts on training and development should put enough emphasis at the time of designing effective and efficient training and development practice. Miao, Humphrey, & Qian (2018); Podsakoff, Whiting, Podsakoff, & Blume, (2009); Wombacher & Felfe, (2017). From their recent researches suggest that, demonstration of higher level of OCBs significantly influence productivity, efficiency and customer satisfaction for an organization TD practices have a positive relationship with OCB, that is TD programs influence the attitudes and behavior of employees (N. O. A. Ahmed, 2016; Ashill, Carruthers, & Krisjanous, 2006; Bolino & Turnley, 2003; Krishnan et al., 2017; A. Noor, 2009; Tang & Tang, 2012). Krishnan et al., (2017) found out that TD programs positively influence the employee's service-oriented OCB as empirical from telecommunication and internet service providers in Malaysia.

Moreover, Wei, Han, & Hsu (2010) concluded that extensive training might lead employees to exhibit their willingness to OCB which ultimately benefit their organizations. Tang & Tang. (2012) in , a survey conducted in Malaysia found employee's outlook toward training plays significant role in influencing OCB. Implementation of effective training and development programmes will enhance OCB

OBJECTIVES OF THE STUDY

1. To measure the OCB of the respondents.
2. To know the training and development activities adopted by the organization
3. To investigate the relationship between training and development activities and OCB.

For the purpose of the study, both primary and secondary data will be used. Secondary data would be obtained from journals, magazines, newspapers, research papers and Organizations' websites. Primary data is obtained through a structured questionnaire. All the scales are standard scales taken from relevant literature. The respondents need to indicate the extent to which they agree with the statements by circling the appropriate numbers (1, 2, 3, 4 or 5) which represents the following meaning: 1, Strongly Disagree; 2, Disagree; 3, Uncertain; 4, Agree; or 5, Strongly Agree i.e. on a Likert Scale

The sampling technique for the study would be a convenient sample. Questionnaire is administered to employees of various Higher Educational Institutions located in the twin cities of Hyderabad and Secunderabad. The scope of the study included only TEQIP sponsored institutions where there was great encouragement for Training happened because of the Support rendered by the Higher Academic Authority. 116 faculty members have responded to the study. Descriptive statistics and correlation are used to analyze the data.

RESULTS & DISCUSSION

In order to measure the Training and development activities the scale consisted of Four elements Viz., Motivation for Training (MT), Access to training(AT), Support to Training(ST) and Benefits of Training(BT). Citizenship was measured on five dimensions as discussed.

Table -1: Descriptive Statistics of Training & Development

Statement	N	Mean	Std. Deviation
I try to learn as much as I can from training programmes.	116	4.5690	.66233
I tend to learn more from training programmes than most people	116	3.9310	.78822
I am usually motivated to learn the skills emphasized in training programmes	116	4.3534	.64947
I am willing to exert considerable effort in training programmes in order to improve my skills.	116	4.3707	.66634
I believe I can improve my skills by participating in training programmes.	116	4.3362	.69712
I believe I can learn the material presented in most training programmes.	116	4.1466	.84703
Participation in training programmes is of little use to me because I have all the knowledge and skills I need to successfully perform my job.	116	2.4310	1.33985
I am willing to invest effort to improve skills and competencies related to my current job	116	4.4138	.75836
I am willing to invest effort to improve skills and competencies in order to prepare myself for a promotion.	116	4.3103	.76231
My organization has stated policies on the amount and type of training the employees can expect to receive.	116	3.9138	.97418
I am aware of the amount and type of training that my organization is planning for me in the coming year.	116	3.6724	1.03651
This organization provides access to training.	116	4.3362	.63168
Participating in training programmes will help my personal development.	116	4.4138	.61952
Participating in training programmes will help me perform my job better	116	4.4310	.62170

Statement	N	Mean	Std. Deviation
Participating in training programmes will lead to more respect from my peers.	116	4.1121	.85233
Participating in training programmes will help me network with other employees	116	4.4483	.62338
Participating in training programmes will help me stay up to date on new processes and products or procedures related to my job.	116	4.4655	.70317
My Head of the Department (HOD) can be counted on to help me develop the skills emphasized in training programmes.	116	4.0517	.93106
I can expect my HOD to assign me to special projects requiring use of the skills and knowledge emphasized in training.	116	4.0862	.91906
My HOD enthusiastically supports my participation in training programmes.	116	4.0948	1.04655
My HOD believes advising or training are one of his or her major job responsibilities.	116	3.9569	.98150
I would not hesitate to tell my HOD of a training need I have in a particular area.	116	4.1810	.80864
My HOD makes sure I get the training needed to remain effective in my job.	116	4.0172	.97787

Source: Compiled data

Table-1 shows the descriptive statistics of training and development of employees. It can be observed that most of the employees agree that taking training programs will help them to gain knowledge ,help in growth of personal development, for future job and helping others in need. This shows that the employee have positive perception towards TD activities and they believe that these activities does impact their Behaviour and professional life.

Table -2: Descriptive Statistics of Organization Citizenship Behaviour

Statement	N	Mean	Std. Deviation
I always help others who have heavy workloads.	116	4.1810	.69281
I always help others who have work related problems	115	4.2348	.58235
I always help others who have been absent.	116	4.0345	.86408
I always help orient new people even though it is not required	116	3.7931	.89944
I am always ready to lend a helping hand to those around me	116	4.4138	.61952
I always try to avoid creating problems for co-workers.	116	4.5000	.71627
I always take steps to prevent problems with other workers	116	4.3879	.70737
I always consider the impact of my actions on co-workers.	116	4.2241	.73528
I do not abuse the rights of others	116	4.4914	.70397
I am always mindful of how my behavior affects other people's jobs	116	4.3879	.64298
I am one of the most conscientious employees.	116	4.1983	.70056
I believe in giving an honest day's work for an honest day's pay	116	4.5172	.58209
I always keep myself updated with organisation announcement, memos and so on.	116	4.3966	.63079
My attendance at work is always above the norm	116	4.5517	.59483
I do not take extra breaks	116	4.3707	.74051
I always attend meetings that are not mandatory but are considered important.	116	4.2155	.66993
I attend functions that are not required but always help the university image.	116	4.0431	.81712
I always obey university rules and regulations even when no one is watching	116	4.4224	.69970
I always keep myself abreast of changes in the university.	116	4.0431	.90786
I consume a lot of time complaining about trivial matters.	116	2.1897	1.22945
I tend to over-react over petty issues	116	1.9655	1.07890
I always find fault with what the university is doing.	116	1.9741	1.08316
I always focus on what is wrong with the situation rather than the positive side of it.	116	2.1638	1.22966
I always require frequent doses to motivation to get the work done.	116	2.4052	1.27844

Source :Compiled data

Table -2 shows Descriptive Statistics of Organization Citizenship Behaviour. It can be said that Most of employee agree that they try to help others who are in need and always make sure that they do honest work and always try to keep their attendance about norms by not abusing others right of work. They also stronglydisagree that they tend to over react and observe the faults what their organization is doing.

Descriptive Statistics of elements of TD

	N	Mean	Std. Deviation
Motivation for Training (MT)	116	4.0958	.46288
Access to Training (AT)	116	3.9741	.68264
Benefits of Training (BT)	116	4.3741	.55797
Support for Training (ST)	116	4.0647	.79058
Valid N (listwise)	116		

Source :Compiled data

From the descriptive statistics of elements of training and development, it is noticed that most of the employees are enjoying the fruits of the training programs they have attended as they impart skills for perform better in their job. When noticed the mean values, it is also obvious that faculty members, they are motivated and supported to attend the training programmes. Institutions may still provide better access to the training(deputing) programmes.

Table -3: Correlation between Training & Development elements with Organization Citizenship Behaviour

Table -3.1: Correlation between Motivation for Training (MT) & Organization Citizenship Behaviour (OCB)

Correlations			
		MT.mean	OCB.mean
MT.mean	Pearson Correlation	1	.552**
	Sig. (2-tailed)		.000
	N	116	116
OCB.mean	Pearson Correlation	.552**	1
	Sig. (2-tailed)	.000	
	N	116	116
**. Correlation is significant at the 0.01 level (2-tailed).			

Source :Compiled data

From the table 3.1, it can be seen that there is a moderate positive relationship 0.552 between the MT & OCB, which depicts that employees who are not motivated for training programs will not positively contribute to their organization. Greater the motivation (both intrinsic & extrinsic), Higher the extra role behaviour of the employees.

Table -3.2:Correlation between Access to Training(AT) & Organization Citizenship Behaviour(OCB)

Correlations			
		OCB.mean	AT.mean
OCB.mean	Pearson Correlation	1	.428**
	Sig. (2-tailed)		.000
	N	116	116
AT.mean	Pearson Correlation	.428**	1
	Sig. (2-tailed)	.000	
	N	116	116
**. Correlation is significant at the 0.01 level (2-tailed).			

Source :Compiled data

From table 3.2, it is observed that there is a low positive relationship 0.428 between the OCB & AT, employees who do who not have access to training will not completely contribute citizenship behaviour to their organization. Institutions may provide better opportunities for their employees to attend more and more training programmes so that they make use of the skills gained for the enrichment of the student's knowledge base.

Table -3.3: Correlation between Benefits of Training(BT)& Organization Citizenship Behaviour(OCB)

Correlations			
		OCB. mean	BT .mean
OCB.mean	Pearson Correlation	1	.531**
	Sig. (2-tailed)		.000
	N	116	116
BT.mean	Pearson Correlation	.531**	1
	Sig. (2-tailed)	.000	
	N	116	116
**. Correlation is significant at the 0.01 level (2-tailed).			

Source :Compiled data

From table 3.3, there is a moderate positive relationship 0.531 between the OCB & BT, if employees believe that the training programs is not benefit for present or future purpose then the employee cannot put in great amount of efforts to their organization. This study shows that when faculty cherish the benefits out of the training programmes they attend, they definitely broaden their perspective of citizenship behaviour.

Table -3.4:Correlations between Support for Training(ST) & Organization Citizenship Behaviour(OCB)

Correlations			
		OCB.mean	ST.mean
OCB.mean	Pearson Correlation	1	.221*
	Sig. (2-tailed)		.017
	N	116	116
ST.mean	Pearson Correlation	.221*	1
	Sig. (2-tailed)	.017	
	N	116	116
*. Correlation is significant at the 0.05 level (2-tailed).			

Source :Compiled data

From the 3.4 table it is seen that there is a low positive relationship between 0.221 the OCB & ST, when the organization does not support the employees for training, employee in return cannot contribute much of their efforts to their organization.

FINDINGS OF THE STUDY

Following are the key findings from the study

1. The employees agree that taking training programs will help them to gain knowledge, help in growth of personal development, for future job and helping others in need. This shows that the employee have positive perception towards TD activities and they believe that these activities does impact their Behaviour and professional life.
2. Respondents confess that they try to help others who are in need and always make sure that they do honest work and always try to keep their attendance about norms by not abusing others right of work. There is a moderate positive relationship (0.552) between the MT & OCB, which depicts that employee who are not motivated for training programs will not positively contribute to their organization. Greater the motivation (both intrinsic & extrinsic), Higher the extra role behaviour of the employees.

3. It is observed that there is a low positive relationship(0.428) between the OCB & AT, employees who do who not have access to training will not completely contribute citizenship behaviour to their organization.
4. There is a moderate positive relationship(0.531) between the OCB & BT, if employees believe that the training programs is beneficial for present and future, the employee can put in great amount of efforts to their organization.
5. There is a low positive relationship between (0.221) the OCB & ST, when the organization does not support the employees for training, employee in return cannot contribute much of their efforts to their organization.

CONCLUSION

The current study made an attempt in understanding how the training and development activities enhance the citizenship behaviour of the teaching fraternity. From the study it was found that there is a prominent role played by the training and development activities in promoting the citizenship behaviour of the teaching fraternity. Faculty are motivated, supported to attend training and development programmes and they making use of these programmes to perform their in-role (mandatory) and extra-role (discretionary) job behaviour.

AUTHOR'S CONTRIBUTION

B. Lavanya, initiated this empirical study, based on her observations about the immense training programmes carried by the top Technical educational institutions because of the TEQIP funds support. With guidance received from her Ph. D guides Dr. S. Saraswathi and Dr. M. Sudhir, a well structured research design has been formulated and executed. With the due guidance from subject experts, the questionnaire has been designed and distributed to the top technical educational institutions in Twin cities of Telangana state. The analysis was done using SPSS 25 and the manuscript has been made ready with the consent of the other two authors.

CONFLICT OF INTEREST

The authors certify that they have no affiliations with or involvement in any organization or entity with any financial interest, or non-financial interest in the subject matter or materials discussed in this manuscript.

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