

Faculty Empowerment: Its Influence on Teachers' Organizational Citizenship Behavior

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Abstract— This study aimed to determine the influence of faculty empowerment on the Organizational Citizenship Behavior (OCB) of 174 faculty members in the four (4) public and four (4) private teacher education institutions in the province of Nueva Ecija, Philippines. It explored the relationship between the respondents' (a) demographic profile and their empowerment, (b) demographic profile and OCB, and investigated the influence of empowerment to OCB with the use of descriptive-inferential research design, utilizing correlation formulas and regression analysis.

The study found that on the domains of empowerment, the faculty members' sense of involvement in decision-making was the lowest largely because they did not feel any involvement in making decisions about the institution's budget. Faculty members' monthly income had a positive correlation with their empowerment, while both monthly income and employment status had a significant relationship with their display of organizational citizenship behavior. Regression analysis revealed that faculty empowerment had a highly significant influence on their organizational citizenship behavior. Results of this study have implications for the management of teacher education institutions.

Keywords— Decision making, faculty empowerment, organizational citizenship behavior, teacher education institutions.

I. INTRODUCTION

Teachers are an integral part of any educational institution. They play an important role in the education system and their proficiency, novelty, and development can lead to the success of an organization (Cheasakul and Varma, 2016). It is, therefore, beneficial to an institution if its teachers are empowered.

Teacher empowerment is a popular term used in discussions about education and educational leadership. Research indicates that empowering teachers will significantly influence their organizational citizenship behavior (OCB) which will then yield positive changes within the educational institution. Therefore, it is fortunate for any educational institution if its teachers devote their free time and energy to

helping with the growth and prosperity of the institution. Defined by Mesbahi (2017) as a set of voluntary behaviors that are beyond one's formal duties but one engages in to promote the organization, OCB has received a lot of attention from researchers with the view that university instructors play a significant role in the overall success of the university.

The current competitive setting of Higher Educational Institutions in the country requires extra effort from its faculty members to comply with the requirements of the Office of Commission on Higher Education. This means that private and public tertiary teacher's commitment and organizational citizenship behavior, which translates from their empowerment, is an important aspect to consider if the

institution is to succeed. This is also true to teacher education institutions.

However, although both the concepts of OCB and faculty empowerment have become popular, there is still limited study conducted on the relationship between empowerment and OCB among teachers in the teacher education institutions in the country, hence this research. It focused on determining the influence of faculty empowerment on the OCB of teacher education institutions. It will be useful in determining the perceived dimensions of teacher empowerment and how teacher empowerment influences their OCB, which will ultimately help teacher education institution leaders in creating strategies to help empower their teachers since teachers play a crucial role in the educational institution's success.

II. METHODOLOGY

This research employed a descriptive-inferential design to determine the influence of empowerment on organizational citizenship behavior among the 174 faculty members of public and private higher education institutions in Nueva Ecija. Description method was used to present the respondents' demographics, empowerment level, and organizational citizenship behavior; whereas inferential statistics were used to test the relationship between the respondents' profile and their empowerment and OCB as well as the influence of faculty members' empowerment and organizational citizenship behavior.

III. RESULTS AND DISCUSSIONS

1. Profile of the Respondents

123 (70.7%) of the respondents were females and in the age bracket of 20-29 years old. Half of them were married, while 83 (47.7%) were single. In terms of the type of HEI they were affiliated with, 130 (74.7%) were from public HEIs and 90 (51.7%) were enjoying the permanent status of appointment. The majority of the respondents have 1-5 years of service and were earning from P20,001 to P30,000. In terms of highest educational attainment, most respondents have earned units in Master's Degree and handled 4 to 6 classes and 144 (82.8%) of them have additional workload.

2. Dimensions of Empowerment of the Respondents

Table 1. Dimensions of Respondents' Empowerment

Dimension	WM	Verbal Description
Decision-Making	3.04	Agree
Professional Growth	3.50	Strongly Agree
Status	3.57	Strongly Agree
Self-Efficacy	3.51	Strongly Agree
Autonomy	3.53	Strongly Agree
Impact	3.26	Strongly Agree
Grand Weighted Mean	3.40	Strongly Agree

Table 1 presents the responses of the respondents on the dimensions of their empowerment. It can be gleaned from the table that the respondents have the highest regard for their status in the institution with the weighted mean of 3.57, which is verbally interpreted as strongly agree. It is not far from the dimensions of professional growth, self-efficacy, autonomy, and impact as the respondents also expressed their strong achievement in them. Still, the respondents had slightly lower belief in their involvement in decision-making with the weighted mean of 3.04 which is verbally interpreted as agree. Overall, the respondents had assessed their empowerment in their organization positively with the grand weighted mean of 3.40 which is verbally interpreted as strongly agree. The data implied that the faculty members of TEIs who served as respondents to this study experienced positive empowerment in their institution. This sense of empowerment among faculty members is beneficial to both the students and the school achievement as supported by various researchers including Ganiban, et.al. (2019), Aziz and Quraishi (2017), and Ofojebe and Chukwuma (2015).

However, the respondents' show of lower involvement in decision-making in their college/university implied that there still needs for improvement in the efforts of the institutions to involve their faculty members in making important decisions and to have a stronger sense of empowerment through it.

3. Dimensions of Organizational Citizenship Behavior of the Respondents

Table 2. Dimensions of Organizational Citizenship Behavior of the Respondents

OCB Dimension	WM	Verbal Description
Altruism	3.32	Always
Courtesy	3.69	Always
Conscientiousness	3.5	Always
Sportsmanship	3.38	Always
Civic Virtue	3.39	Always
Overall Weighted Mean	3.46	Always

Table 2 presents the responses of the respondents on the dimensions of their organizational citizenship behavior. It can be gleaned from the table that the respondents have the

highest regard for their display of courtesy with the weighted mean of 3.69 verbally interpreted as always, while altruism had the lowest weighted mean of 3.32, which is verbally interpreted as always. Overall, the respondents have assessed their display of OCB positively with the grand weighted mean of 3.46 which is verbally interpreted as always. The data implied that in general, the faculty members of TEIs in Nueva Ecija displayed positive organizational citizenship behavior which as suggested by Moreno (2014), Gaddis (2016), and Waheed and Shah (2017), will have a positive effect on the performance of the institution. However, their altruistic behavior had the lowest display, which means that they still need to improve their helping behavior as it is an important aspect of a faculty member that will be of help the organization's success.

4. Relationship between the respondents' demographic profile and their empowerment

Table 3. Correlation Analysis between Respondents' Demographic Profile and Empowerment

Variables	Empowerment	p-value	Interpretation
Sex	0.019	0.806	No significant relationship
Age	0.082	0.281	No significant relationship
Civil Status	0.108	0.156	No significant relationship
Type of HEI	-0.103	0.176	No significant relationship
Employment Status	-0.121	0.111	No significant relationship
Years in Service	0.029	0.708	No significant relationship
Monthly Income	.239**	0.001	Significant relationship
Educational Attainment	0.104	0.172	No significant relationship
Number of Teaching Load	-0.085	0.267	No significant relationship
Number of Additional Workloads	0.063	0.407	No significant relationship

**Correlation is significant @ 0.01 level

The positive correlation between the respondents' monthly income and their empowerment implies that the teachers' monthly income affected their empowerment. This means that the higher the monthly income of the faculty member is, the higher his or her empowerment will be thus, the hypothesis is rejected. The findings of the study are different from those of other researchers. Amoli and Youran (2014) found the faculty empowerment's correlation with age, Aziz and Quraishi (2014) with the type of HEI, Veisi, et.al. (2015)

and Ganiban, et.al. (2019) with number of years in teaching or years in service, Ganiban, et.al. (2019) with educational attainment. These findings differ from the findings of the present study as it was found that there was no significant relationship between faculty empowerment and the mentioned demographic profile variables. Therefore, the hypothesis is accepted. Finally, based on the results, the null hypothesis was rejected in terms of the respondents' monthly

income and their empowerment, while the null hypothesis was accepted for other variables.

5. Relationship between the respondents' demographic profile and their organizational citizenship behavior

The respondents' employment status had a negative correlation, which means that the faculty members who are on contractual or temporary status had a higher display of organizational citizenship behavior compared to their dominant permanently tenured counterparts, thus the hypothesis is rejected. Non-permanent employees may not be expected to display OCB but the result of this study may be due to what Moorman and Harland argued as cited in Lomoya and Pingol, and Calleja (2015). They claimed that

regardless of the duration of their contracts, as long as employees perceive that they are being considered as core members and not peripherals of the organization and that they receive fair treatment, will still perform OCB.

Additionally, there was a positive correlation between the respondents' monthly income and their display of organizational citizenship behavior. This means that the higher the monthly income of the faculty members, the more that they display OCB, thus the hypothesis is rejected. This is similar to the findings of Mahnaz, et. al. (2013) where they found that teachers who receive more income exhibit better OCB.

Table 4. Correlation Analysis between Respondents' Demographic Profile and their Organizational Citizenship Behavior (OCB)

Variables	OCB	p-value	Interpretation
Sex	-0.058	0.449	No significant relationship
Age	0.144	0.058	No significant relationship
Civil Status	0.112	0.141	No significant relationship
Type of HEI	0.023	0.768	No significant relationship
Employment Status	-.234**	0.002	Significant relationship
Years in Service	0.078	0.309	No significant relationship
Monthly Income	.261**	0.001	Significant relationship
Educational Attainment	0.109	0.152	No significant relationship
Number of Teaching Load	-0.052	0.494	No significant relationship
Number of Additional Workloads	0.083	0.275	No significant relationship

**Correlation is significant @ 0.01 level

On the other hand, the findings of this study were different from the findings of Saleem, et.al. (2017), Isabu and Akinlosotu (2017), Mahnaz, et.al. (2013), Honingh and Oort (2009), results showed that other variables such as sex, age, civil status, type of HEI, teaching experience in HEI, educational attainment, number of teaching load, and number of non-teaching-related workloads did not have a significant relationship with the teachers' OCB, hence the hypothesis is accepted.

In summary, the results show that the respondents' employment status had a negative correlation while their monthly income had a positive correlation with their empowerment, hence the null hypothesis was rejected. On the other hand, other profile variables showed no correlation with faculty empowerment, thus the null hypothesis is accepted.

6. Relationship between the respondents' empowerment and their organizational citizenship behavior

Table 5. Correlation Analysis between Respondents' Empowerment and their Organizational Citizenship Behavior (OCB)

Variables	OCB	p-value
Empowerment	.627**	0
Interpretation	Significant relationship	

Table 5 presents the correlation analysis between the respondents' empowerment and their organizational citizenship behavior. As can be gleaned from the table, there is a positive correlation between the respondents' empowerment and their OCB, thus the null hypothesis is rejected. This indicates further that the more empowered the teachers are, the more that they will exhibit OCB, which is

similar to the findings of Zohrabi (2017). Finally, since the findings revealed a significant relationship between the respondents' empowerment and their OCB, the null hypothesis was rejected.

7. Influence of Empowerment on the organizational citizenship behavior of the respondents

Table 6. Regression Analysis between Respondents' Empowerment and their Organizational Citizenship Behavior (OCB)

Model	Unstandardized Coefficients	R Square	Standardized Coefficients	T	Sig.
	B		Beta		
(Constant)	1.073	0.379	.615**	4.591	0
1 Empowerment	0.704			10.24	0

a. Dependent Variable: OCB **p<.001

To test the hypothesis of the study, regression analysis was performed. Table 6 shows the R-square value of .379. This indicates that 37.9 percent of the variance in the OCB is accounted for by the faculty's empowerment. The Beta value indicates that the relative influence of empowerment was highly significant and indicates a positive relationship and great influence on OCB (B=.615, p=.000). This means that the faculty members' empowerment influenced their organizational citizenship behavior, which is similar to the findings of Cheasakul and Varma (2016) and Tindowen (2019) who both concluded that empowerment influences organizational citizenship behavior.

IV. CONCLUSIONS AND RECOMMENDATIONS

Faculty empowerment was evident among the faculty members of Teacher Education Institutions. They had positive views about their overall empowerment. They strongly agreed on the dimensions of professional growth, status, self-efficacy, autonomy, and impact, but only agreed on the decision-making dimension. Also, they have exhibited all the dimensions of organizational citizenship behavior at all times with altruism or helping behavior displayed less than the other behaviors. Therefore, teacher education institution's administrators may extend more support, moral and/or financial and material, in faculty research and extension services. Faculty involvement in decision-making, particularly in a budget decision, should be encouraged as this is the area of decision-making that faculty members do not feel involved in. This would make them feel more empowered, leading to the possible development of a sense

of responsibility relating to the financial matters of the institution and the resources and projects they are allotted to.

Faculty empowerment showed a significant relationship with organizational citizenship behavior and had an influence on the faculty's display of organizational citizenship behavior. Extra efforts to further enhance the empowerment of their faculty members should be supported by teacher education institutions since it will translate to their display of OCB for the benefit of the students and the college/university. They should treat their (Garcia & Subia, 2019) teachers and personnel with transparency and protection.

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