

***The Effectiveness of a Counselling Program for the Development of Organizational
Citizenship Behaviour among High School Students in Bahrain***

Mohamed Mokdad, University of Bahrain, Bahrain
Bouhafs Mebarki, University of Oran 2, Algeria
Tariq Majed, Ministry of Education, Bahrain
Lahcene Bouabdallah, University of Setif 2, Algeria

The European Conference on Psychology & the Behavioral Sciences 2019
Official Conference Proceedings

Abstract

The present study aimed to implement a counseling program to promote organizational citizenship behavior among secondary school boys in the kingdom of Bahrain. The study used the experimental method with an initial sample that consisted of 40 students, aged 16 -18 years, who lacked in organizational citizenship behavior. This sample was then divided randomly into two equivalent experimental and control groups. The counseling program consisted of 17 sessions. Data were collected using the Organizational Citizenship Behavior measure developed by the researchers. Results revealed that there were significant differences between the experimental and control groups on all measures of the dependent variables, which could be attributed to the effectiveness of the counseling program.

Keywords: Counseling program, organizational citizenship behavior, high school students, Kingdom of Bahrain

iafor

The International Academic Forum
www.iafor.org

Introduction

Katz (1964) points out that organizations where workers perform solely their formal functions are weak and may not be able to survive in the long-term. Organizations do often need their workers to perform various tasks beyond their official role, without waiting for money, bonuses or otherwise. This is what was called "organizational citizenship behavior" or OCB. Indeed, interest in this type of organizational behavior has begun, as Jahangir, Mohammad, and Haq (2004) and DiPaola and Tschannen-Moran (2001) have shown, in the 1930s.

The OCB concept is made up of various dimensions, the most important of which are altruism, civic virtue, conscientiousness, courtesy and sportsmanship, which are important for the advancement of institutions of all kinds. Many countries, especially the developed countries, are concerned with the improvement of OCB among their members, believing that it improves the productivity of their institutions and the performance of their employees.

Organ (1988) is one of the first to come up with the OCB concept. He mentioned that OCB is the voluntary "individual behavior 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." (Organ, 1988, p.4). Therefore, OCB includes the behaviors of individuals who are self-motivated not seeking for official gifts and rewards. It is not linked to the official functions of the individual, because it is voluntary.

OCB has many positive effects. It improves the efficiency of the organization, reduces the leakage of individuals and raises their morale, increases the ability of the organization to innovate and increases its chances of success.

At the educational institutions level, OCB helps to increase the effectiveness of educational institutions (schools, institutes, universities, etc) and improve the performance of personnel (administrators, teachers, students, etc.). Sharlicki and Latham (1995), mentioned that OCB affects student's attitude to his/ her institution. He/ she will be increasingly linked to it. Also, he/ she accepts its vision and mission and participates in decision-making, solving school problems and providing voluntary work and sense of social responsibility. In addition, it affects student's attitudes towards his/ her colleagues and teachers, OCB plays a prominent role in shaping his/ her personality and the nature of his/ her reactions and behavior towards individuals and those around him/ her.

Therefore, OCB is an important part of the process of school counseling, and it is necessary to pay attention to it and study it.

Despite the fact that researchers in the economic and managerial organizations (Morrison, 1994; Farh, Podsakoff, & Organ, 1990), realized for decades, the importance of OCB and the large role it plays in the development of institutions, the interest of education researchers in OCB came late. DiPaola, Tarter and Hoy (2004) measured OCB (altruism, civic virtue, conscientiousness, courtesy and sportsmanship) among middle school teachers. They found that the relationship between OCB and school effectiveness was positive. The greater the OCB, the more

effective the school is. Bogler and Somech (2004) examined the OCB in schools and found that its impact on the process of rooting values and democracy within schools, teachers and students is great. Erturk (2007) examined the relationship between trust, organizational justice, and OCB among Turkish academics. He found that trust mediates the relationship between organizational justice and OCB. Further, Ehtiyar, Alan and Omuris, (2010), found that OCB played a major role in the academic success of Turkish university students. Khan (2012) showed that OCB has a positive impact on the behavior of academics In Malaysian universities, and finally, Krastev (2013) showed that there was a positive relationship between OCB and the satisfaction of Bulgarian teachers. Shah, and Wati Halim, (2018) carried out a study to investigate the relationship between personality factors and OCB. They found that that neuroticism, agreeableness and openness influenced OCB among teachers as a whole. Gefen, & Somech, (2019) studied the nature of OCB among elementary and middle school students. They found that the dimensions of student OCB were: OCB toward student-hood, helping behavior toward students, OCB toward school personnel, OCB toward school community, and OCB toward external society. Bogler and Somech (2019) investigated the phenomenon of OCB pressure among Israeli teachers. Results confirmed the existence of such a concept in schools. Fahmi, and Permana, (2019) studied the effect of personality and perception of work on OCB in Indonesia. They found there is a positive effect of personality on OCB.

In the Arab world, researchers have for the last two decades paid attention to the importance of OCB in the development of educational Institutions. Zahrani (2007) studied OCB among teachers of general public schools for boys in Jeddah (Saudi Arabia) and found that they have a high level of OCB. Al-Sharifi (2010) studied OCB among secondary school teachers in Jordan and found that both teachers and their principals believe that OCB is moderately practiced. Finally, Al-Zaher (2012) studied OCB among lecturers at King Khalid University (Saudi Arabia) and found that OCB is faintly to moderately exercised. Abd El Majid, & Cohen, (2015) studied the relationship between individual values, social exchange variables, and OCB. They found that the principals' individual values were related to OCB. Al-Tabouli, Karim, and Alabbar (2015) studied the relationship between organizational justice and OCB among faculty members at Benghazi University, and found a strong relationship between the two variables.

Because the researchers felt that researchers in both the Western and Arab world were mainly interested in teachers (primary and university teachers) and managers, but not students, the present study was carried out to study the development of OCB among high school students.

Research Problem

According to Bateman and Organ (1983), OCB includes two types of behaviors. These are:

- (1) The active positive contributions, such as punctuality and attendance beyond what is strictly enforced.
- (2) The omission of harm to one's colleagues or organization, such as refraining from complaints, appeals and accusations over trivial matters.

The current research will be completed under the concept of the second type of citizenship.

Educational institutions, especially middle and high schools, are increasingly observing various behavioral problems, such as late morning, non-attendance, vandalism, smoking, theft, sexual harassment, drug abuse and promotion, violence against peers and administrative staff, forgery, etc. (Kelly, et al. 2015.; Crowley, et al. 2018.; Musu-Gillette, et al. 2018.; Heyne, et al. 2019.; Chu, et al. 2019).

In addition, numerous studies have already shown that if OCBs are encouraged, students' motivation could be increased and problems of discipline and violence could be decreased (Carra & Pagoni, 2007).

Haddad (2008) in addition to the experience of one of the researchers (T.A) in social and academic counseling in secondary schools for boys, points out the existence of a number of these problems. Thus, the need to design and implement a counseling program to develop OCB is both significant and urgent.

In this context, an intervention program aimed at increasing OCB among high school students in the Kingdom of Bahrain was designed.

Hypotheses of the Study: The following hypotheses were formulated:

- There are no statistically significant differences between the averages of both the experimental and the control groups in the pre- application of the counseling program.
- There are no statistically significant differences between the averages of both the experimental and the control groups in the post-application of the counseling program.
- There are no statistically significant differences between the averages of the experimental group members in the post- and the follow-up applications of the counseling program.

Methodology

Method: In this study, the experimental approach, with two equal groups, the experimental and the control group was used as shown in Table (1).

Table 1: The empirical design of the current study

Group	Pre-Measurement	Intervention	Post-Measurement
Experimental	√	√	√
Control	√	X	√

Study Population: The number of secondary school students in the Kingdom of Bahrain in the academic year 2017/2018, is 31294 students. The number of students in Hamad City Secondary School for Boys in the Kingdom of Bahrain reached 1000 students. The number of students with a low level of OCB, identified in collaboration with teachers and supervisors at this school, was 56. They are distributed over the three secondary years as shown in the Table (2).

Table 2: Distribution of Secondary School Students by Years of Study

Year	Number of students
First	35
Second	28
Third	13
Total	76

Sample of the Study: 40 students were randomly selected from the school students who are characterized by low level of OCB (N = 76). They were randomly distributed in two groups (20 students per group). In selecting the research samples, the following conditions were met:

- The age of students is between 18-16 years.
- The absence of disabilities or diseases requiring special education.
- Students should be regular in school and rarely absent from school.

Data Collection Tools: To measure OCB, researchers designed the OCB measure with five dimensions (Table 3) after Podsakoff, Mackenzie, Paine and Bachrach, (2000). The dimensions are: altruism, civic virtue, conscientiousness, courtesy and sportsmanship. The total number of items are (43) with an answer scale of three: much, average, and little.

Table 3: Distribution of items on dimensions of OCB measure

Dimensions	Items
Altruism	10-7-6-5-4-2-1 (9-8-3)
Civic virtue	18-17-15-13-12 (16-14-11)
Conscientiousness	25-24-22-21-20 (23-19)
Courtesy	34-32-31-28-27-26 (33-30-29)
Sportsmanship	43-41-40-39-36-35 (42-38-37)

The scale scores range from 43 (the lowest level of OCB), to 129 points (the highest level of OCB), with a score of 86 being the median on the scale. The scale included 29 positive items and 14 negative items (items in parentheses).

Validity and Reliability of the Scale:

To verify the validity of the scale, the researchers presented the scale in its final form to six psychology lecturers in the Department of Psychology at the University of Bahrain. They were three professors, and three associate professors. Each was asked to see to what extent the scale measures OCB. A total of 05 (about 83%) of the referees agreed that the scale measures OCB. However, as to the reliability, Alpha Cronback was calculated for each dimension. It has been found that the scale as a whole is reliable. Similarly, the five scale dimensions have all a good level of reliability as shown in Table (4).

Table 4: Validity and reliability of OCB measure

Dimensions	Alpha Cronback
altruism	,72 **
courtesy	,69 **
conscientiousness	,83 **
sportsmanship	,79 **
civic virtue	,75 **

** = significant at 0.001

In addition to the OCB scale, researchers designed and implemented the intervention counseling program. It was based on the cognitive behavioral theory. The total number of program sessions was (16) sessions including the introductory, the final and the follow-up sessions.

The program was implemented over eight weeks, with two sessions per week, and each session lasts for 50 minutes.

Results

Hypotheses 1: The hypothesis states that "There are no statistically significant differences between the average scores of the experimental group and the scores of the control group in the pre- application of the counseling program." To test this hypothesis, the independent samples t-test (T) was used as in Table (5).

Table 5: T-test results of the control and experimental group in the pre-test

Group	X	SD	Degree of Freedom	T-test	Significance
Experimental	71.60	12.58	37.62	0.14	0.88
Control	72.15	11.38	38		

As shown in Table (5), the difference between the control and experimental groups is not significant. This confirms the fact that the two groups are equal in OCB. It has been already mentioned that the two groups are homogenous in terms of age, school year, and the school environment in which the intervention program was given. None of their members has received any treatment.

Hypotheses 2: The second hypothesis states that "There are no statistically significant differences between the average scores of the experimental group and the scores of the control group in the post-application of the counseling program." To test this hypothesis, the independent samples t-test was used, and Table (6) shows the results.

Table (6) shows that the level of OCB among students in the control group has not changed substantially, but that the behavior of the experimental group has substantially changed. The difference between the two groups is statistically significant indicating the amount of the change in OCB among members of the experimental group. This change can be attributed to the impact of the intervention program, which increased the level of OCB.

Table 6: T-test results of the control and experimental group in the post-test

Group	X	SD	Degree of Freedom	T-test	Significance
Experimental	109.10	11.55	37.22	9.70	0.000
Control	70.65	13.40	38		

Hypotheses 3: The third hypothesis states that "There are no statistically significant differences between the average scores of the experimental group members in the post-application and the follow-up application of the counseling program". To test this hypothesis, the T-test (Paired samples t. test) was used. Table (7) shows the results.

Table 7: t-Test results on the differences between the average scores of the experimental group in both the post and follow-up tests.

Experimental application	Group	X	SD	Degree of Freedom	T-test	Significance
Post- application		109.10	11.55	19	0.76	0.45
Follow-up application		107.50	11.78			

Table (7) shows that the value of t is (0.76), which is not statistically significant. Thus, the null hypothesis was accepted, confirming the continued positive impact of the intervention program. However, It should be noted that there has been a slight change in the mean scores of the follow-up application after three months of completion of the program, indicating a slight decline in OCB after the improvement, as shown in the post-measurement (average of (109.10) to (107.50)).

Discussion

The results of the first hypothesis showed that the difference between the control and experimental groups in the pre- measurement is not significant. This is expected. Researchers have been very careful to have both experimental and control groups as homogeneous as possible. This is an important issue for those who use the experimental method, to able to study the cause and effect. In this case, researchers attribute OCB to the intervention program because the two groups are homogeneous in many elements.

The results of the second hypothesis showed that the difference between the experimental and control groups in the post application was statistically significant for the benefit of the experimental group.

It can be inferred that a causal relationship between the independent variable (the counseling program) and the dependent variable (OCB) exists. It is very likely that the evolution of OCB among the experimental group members is attributed to the intervention program used in the study. It is through the experimental method; researcher will be able to determine whether changes in the independent variable cause subsequent changes in the dependent variable. only the experiment can tell whether there is a causal relationship. These results are consistent with the those of Al-Khayli (2003) and Zayed (2000), all of which indicate improvement in experimental group members due to intervention programs.

The results of the third hypothesis showed that the difference between the experimental and follow-up groups wasn't statistically significant indicating that what was gained by members of the experimental group of OCB is stable and constant, although more than three months have elapsed since the end of the program. Indeed, one of the most important indicators of the success of counseling programs is the persistence of what is learned from them over time (Oliver, 1979). Therefore, the effectiveness of the program can be evaluated through the follow-up process.

Limitations of the Study

The major limitations of the current study are the negative effects of the experimental method.

The experimental approach: It is known that the dependence of the experimental method on what many see as an "artificial" environment. People may behave differently in the experimental setting than they would under more ordinary conditions. In addition, the apparent changes seen in the dependent variable (OCB) that are attributed to the independent variable (Intervention program), may be caused by some subtle cues related the experiment, and not by the independent variable.

The small number of sample subjects (n= 20): Due to the structure of the experimental situation, it was difficult to obtain experimental samples large enough to obtain results that are stable enough to allow generalizations to larger populations.

The extraneous variables: It is well known that in the social sciences where the subject of inquiry is a social situation that takes place in a social context, it may not be possible to identify and control all the variables that may affect the dependent variable.

Study Recommendations

At the end of the study, a few recommendations can be made in the light of the results reached, the most important of which are the following:

1. Enable social workers and teachers to train students on OCB.
2. Provide secondary schools with the tools and tests to diagnose students with low-level OCB.
3. Avoid the dark side of OCB in the preparation and planning of intervention programs.

Conclusion

In conclusion, this study has presented the effectiveness of the intervention program as shown in the results of the experimental group in comparison to the control group. In addition, it has been found that the positive effects of the program persisted even after the application period of the program. The main limitation was related to the experimental method that has been used in the study. The results of this study can be used to benefit the university sector. The authorities of this sector can develop OCB using similar programs.

References

- Abd El Majid, E., & Cohen, A. (2015). The role of values and leadership style in developing OCB among Arab teachers in Israel. *Leadership & Organization Development Journal*, 36(3), 308-327.
- Al-Sharifi, A. A. (2010). OCB among secondary school teachers in Jordan in the light of various variables: gender, experience, qualifications, jobs and schools. *Educational Journal*, 25 (100), 314-318
- Al-Tabouli, M. A., Karim., R. S., & Alabbar, I. A. H. (2015). The feeling of organizational justice and OCB among faculty members at Benghazi University. *Journal of Criticism and Enlightenment*, September 2, 65-100.
- Al-Zaher, A. (2012). OCB at King Khalid University, King Faisal University *Scientific Journal (Humanities)*, 2 (12), -331 348.
- Bateman, T. S., & Organ, D. W. (1983). Job Satisfaction and the Good Soldier: The Relationship between Affect and Employee Citizenship. *Academic and Management Journal*, 26, 587-595.
- Bogler, R. & Somech, A. (2004). Influence of teacher empowerment on teachers' organizational commitment, professional commitment and organizational citizenship behavior in schools. *Teaching and Teacher Education*, 20, 277-289
- Bogler, R., & Somech, A. (2019). Psychological Capital, Team Resources and Organizational Citizenship Behavior. *The Journal of psychology*, 1-19.
- Carra, C., & Pagoni, M. (2007). Construction des normes et violences scolaires. In Y. Reuter (Ed.), *Pédagogies alternatives et lutte contre l'échec scolaire* (pp. 31-62). Paris: L'Harmattan.
- Chu, B. C., Guarino, D., Mele, C., O'Connell, J., & Coto, P. (2019). Developing an online early detection system for school attendance problems: Results from a research-community partnership. *Cognitive and Behavioral Practice*, 26(1), 35-45.
- Crowley, S. J., Wolfson, A. R., Tarokh, L., & Carskadon, M. A. (2018). An update on adolescent sleep: New evidence informing the perfect storm model. *Journal of adolescence*, 67, 55-65.
- DiPaola, M. & Tschannen-Moran, M. (2001). Organizational citizenship behavior in schools and its relationship to school climate. *Journal of School Leadership*, 11, 424-447.
- DiPaola, M., Tarter, C. and Hoy, W. (2004). Measuring organizational citizenship of school. *The OCB Scale*.
- Ehtiyar, R. V. Alan, A.A., & Omuris, E. (2010). The role of organizational citizenship behavior on university student's academic success. *Journal of Tourism and Hospitality Management*, 16(1), 47.

Erturk, A. (2007). Increasing organizational citizenship behaviors of Turkish academicians: Mediating role of trust in supervisor on the relationship between organizational justice and citizenship behaviors. *Journal of Managerial Psychology*, 22(3), 257–270.

Fahmi, I., & Permana, J. (2019, March). Building Organizational Citizenship Behavior (OCB) through Personality and Work Perception of Teachers. In *2nd International Conference on Research of Educational Administration and Management (ICREAM 2018)*. Atlantis Press.

Farh, J. L., Podsakoff, P. M., and Organ, D. W. (1990). Accounting for organizational citizenship behavior: Leader fairness and task scope versus satisfaction. *Journal of Management*, 16: 705–721.

Gefen, F. B., & Somech, A. (2019). Student organizational citizenship behavior: Nature and structure among students in elementary and middle schools. *Teaching and Teacher Education*, 83, 110-119.

Haddad, Y. (2008). Behavioral problems between media excitement and educational treatment. *Education (Journal issued by the Ministry of Education, the Kingdom of Bahrain)*. (3), 71.

Heyne, D., Gren-Landell, M., Melvin, G., & Gentle-Genitty, C. (2019). Differentiation between school attendance problems: Why and how?. *Cognitive and Behavioral Practice*, 26(1), 8-34.

Jahangir, N, A., Mohammad, M. & Haq, M. (2004). Organizational citizenship behavior: Its nature and antecedents. *BRAC University Journal*, I (2), 75-85

Kelly, A. B., Evans-Whipp, T. J., Smith, R., Chan, G. C., Toumbourou, J. W., Patton, G. C., & Catalano, R. F. (2015). A longitudinal study of the association of adolescent polydrug use, alcohol use and high school non-completion. *Addiction*, 110(4), 627-635.

Katz, D. (1964). Motivational basis of organizational behavior. *Behavioral Science Journal* .9:131-146.

Khan, S. (2012). The mediating effect of organizational commitment in the organizational culture Leadership and organizational justice relationship with organizational citizenship behavior, *International Journal of Business and Social Science*. 3(8), 83.

Krastev, D. (2013). Organizational citizenship behavior and satisfaction with coworkers among Bulgarian, *Baltic Journal of Career Education and Management*. 1(1), 40.

Morrison, E. W. (1994). Role definitions and organizational citizenship behavior: The importance of the employee's perspective. *Academy of Management Journal*, 37 (6), 1543-1567.

Musu-Gillette, L., Zhang, A., Wang, K., Zhang, J., Kemp, J., Diliberti, M., & Oudekerk, B. A. (2018). Indicators of school crime and safety: 2017. <https://www.bjs.gov/content/pub/pdf/iscs17.pdf?ed2f26df2d9c416fbddddd2330a778c6=cbobieglen-cbbigine>.

Oliver, L.W. (1979). Outcome measurement in career counseling research. *Journal of Counseling Psychology*, 26, 217-226.

Organ, D. (1988). *Organizational behavior: The good soldier syndrome*. Lexington books.

Podsakoff, P, Mackenzie, S. Paine, J. and Bachrach, D. (2000). Organizational citizenship behavior: Article review of the cortical and empirical literature and suggestions for future research. *Journal of Marketing*. 26(3), 513-563.

Shah, N. F. M., & Wati Halim, F. (2018). Influence of Five Factor Personality on Organization Citizenship Behaviour (OCB) among Teachers. *JURNAL PSIKOLOGI MALAYSIA*, 32(2).

Sharlicki, D.P., & Latham, G.P. (1995). Organizational citizenship behavior and performance in a university setting. *Canadian Journal of Administrative Sciences*. 12 (3), 178.

Zayed, A. M. (2000). Developing OCB of employees in the Egyptian business sector. *Journal of Accounting, Management and Insurance*. (Faculty of Commerce: Cairo University). (55), 103-98.

Zahrani, M. A. S. (2007). OCB among teachers of public schools for boys in Jeddah. Master Thesis, King Saud University, Riyadh, Saudi Arabia.

Contact email: mokdad@hotmail.com