

Influence of Institutional Climate on Organizational Citizenship Behaviour among Higher Secondary Students

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Abstract: This study explores the influence of institutional climate and organizational citizenship behaviour (OCB) among higher secondary students. Using quantitative methods, data were collected from 600 students across various institutions. Statistical analysis, specifically a t-test, revealed a significant positive influence of institutional climate on OCB. Findings underscore the importance of fostering a conducive institutional climate to enhance student behaviour, including traits like responsibility, cooperation and commitment.

Keywords: Institutional Climate, Organizational Citizenship Behaviour, Higher Secondary Students, T-test, School Environment

Introduction:

Organizational Citizenship Behaviour (OCB) refers to voluntary, non-mandatory actions that contribute to the effectiveness of an organization. In educational settings, these behaviours manifest as students' willingness to go beyond formal requirements, helping peers, maintaining discipline, and contributing positively to the school environment. Institutional climate plays a pivotal role in shaping such behaviours. Educational institutions are not merely places of academic instruction but also environments where values, social norms, and interpersonal relationships are cultivated. The institutional climate encompasses leadership quality, teacher-student relationships, peer interactions, and the overall culture within a school. A positive climate fosters trust, cooperation, and engagement among students, creating a fertile ground for OCB.

Hoy and Miskel (2013) emphasize the role of a positive institutional climate in fostering trust and proactive engagement. Blau's (1964) Social Exchange Theory establishes how reciprocal relationships in schools encourage voluntary behaviours. Leadership's impact is highlighted by Podsakoff et al. (1996), who underline the importance of transformational leadership in enhancing OCB. Pianta et al. (2003) demonstrate how strong teacher-student bonds promote better academic and social behaviours. Hofstede's Johnson et al. (2010) discuss the significant role of peer relationships. Ladd (2009) explores how infrastructure indirectly supports conducive learning and behavioural outcomes.

Sharma and Singh (2018) compare OCB in government and private schools, showing private schools' advantage due to structured practices. Finally, **Duckworth et al. (2007)** present the longitudinal benefits of consistent positive climates on long-term behavioural development, illustrating the enduring influence of school environments on student behaviour. These studies collectively provide a robust framework for understanding how institutional factors shape OCB in educational settings.

In this context, the role of the institutional climate extends beyond academic performance to include the holistic development of students. By shaping attitudes and behaviours, a favourable institutional climate helps students exhibit traits like altruism, civic virtue, and conscientiousness, which are key components of OCB. This study examines the specific impact of institutional climate on OCB among higher secondary students; a critical demographic whose behavioural development influences future societal contributions.

1.2 Statement of Problem: This study aims to investigate school climate that influences students' development of OCB. The researcher has framed the study to explore the influence of school climate on OCB. The research aims to provide a comprehensive understanding of how to nurture OCB in students, thereby enhancing the overall effectiveness and positive culture within educational institutions. Influence of institutional climate on organisational citizenship behaviour amongst the higher secondary students.

1.3 Objective of Study: Institutional climate has a great impact on Organisational Citizenship Behaviour of students; therefore, the researcher determined the following objective of this study is:

1.3.1 To study the influence of institutional climate on organisational citizenship behaviour amongst the higher secondary students.

1.4 Research Hypothesis: In the context of the objectives, the following hypotheses and sub hypotheses were formulated:

1.4.1 The influence of institutional climate on organizational citizenship behaviour amongst the higher secondary students will be significantly different

1.4.1.1 There is a significant influence on organisational citizenship behaviour amongst the higher secondary students in reference to High and Medium institutional climate

1.4.1.2 There is significant influence on organisational citizenship behaviour amongst the higher secondary students in reference to Medium and low institutional climate

1.4.1.3 There is significant influence on organisational citizenship behaviour amongst the higher secondary students in reference to high and low institutional climate

1.5 Research Method:

This Research study utilized a survey method to study the influence of institutional climate on organizational citizenship behaviour (OCB) among higher secondary students.

The methodology ensured a rigorous and systematic examination of the research question, providing robust findings that highlight the impact of institutional climate on OCB. This structured approach (?) contributes to the reliability and generalizability of the study outcomes.

1.6 Population:

The study population comprised higher secondary students from various schools, ensuring diversity in institutional settings, including government and private schools. Stratification was based on factors such as school type (government/private) to capture a wide range of institutional climates and behaviours.

1.7 Sampling and Sample: The stratified random sampling method was adopted to minimize selection bias and ensure that all subgroups within the population were adequately represented. This approach enabled the researchers to analyse variations in institutional climate and its effects on OCB across different demographic and institutional categories. The study sample consisted of 600 higher secondary students selected through stratified random sampling from various schools.

1.8 Tools Used in the Study: Research Tool- Institutional Climate Inventory and Organisational Citizenship Behaviour Inventory developed and Standardized by Researcher herself has been used in the present study. Institutional Climate Inventory: Assesses factors like leadership, student-teacher relationships, and school facilities. Organizational Citizenship Behaviour Inventory: Measures behaviour such as altruism, civic virtue, and conscientiousness.

1.9 Statistically Techniques Used in the Study: Statistical tools like the t-test were employed to evaluate differences and establish influence between variables. The design ensured a structured and methodical approach, enhancing the robustness of the findings and their applicability to similar educational settings. A quantitative research design was employed, involving the administration of standardized inventories to measure institutional climate and OCB.

1.10 Presentation, Analysis and Interpretation of Data:

Data analysis in this study focused on examining the influence of institutional climate and organizational citizenship behaviour (OCB) among higher secondary students. Quantitative methods were employed to process and interpret the data collected from 600 students. The t-test facilitated an in-depth analysis of how

variations in institutional climate influenced OCB. Key statistical metrics such as mean scores, standard deviations, standard error of deviation and t-values were computed to provide a clear understanding of the data.

Sub Research Hypothesis 1.10.1 “There is a significant influence on organisational citizenship behaviour amongst the higher secondary students in reference to High and Medium institutional climate” To test this, the null hypothesis was framed as: “There is no significant influence on organisational citizenship behaviour amongst the higher secondary students in reference to High and Medium institutional climate”

Table No: 01

Study of Organisational Citizenship Behaviour amongst the higher secondary students in reference to High and Medium institutional climate

S.NO	GROUP	NUMBER	MEAN	STANDARD DEVIATION	STANDARD ERROR OF DEVIATION	T-VALUE
1	HIGH	168	127.64	5.288	0.45	55.244
2	MEDIUM	264	112.94	2.104		

If degree of freedom is 432, the required value for t-test to be significant at .05 level of confidence is 1.98.

From Table 1, it is evident that the mean value of the organisational citizenship behaviour among higher secondary students with high institutional climate is 127.64, and for those with medium institutional climate, it is 112.94. The standard deviation values are 5.288 and 2.104, respectively. The standard error is 0.45, and the obtained t-value is 55.244, which is higher than the table value. Hence, the research hypothesis – “There is significant influence on organisational citizenship behaviour amongst the higher secondary students in reference to High and Medium institutional climate “is accepted, and the null hypothesis – “There is no significant influence on organisational citizenship behaviour amongst the higher secondary students in reference to High and Medium institutional climate” is rejected.

On the basis of above analysis, it can be said that there is significant influence on organisational citizenship behaviour amongst the higher secondary students in reference to High and Medium institutional climate.

Sub Research Hypothesis 4.1.2 “There is significant influence on organisational citizenship behaviour amongst the higher secondary students in reference to Medium and low institutional climate” To test this, the null hypothesis was framed as: “There is no significant influence on organisational citizenship behaviour amongst the higher secondary students in reference to Medium and low institutional climate”

Table No-2

Organisational Citizenship Behaviour amongst the higher secondary students in reference to Medium and Low institutional climate

S.NO	GROUP	NUMBERS	MEAN	STANDARD DEVIATION	STANDARD ERROR	T-VALUE
1	MEDIUM	264	115.01	3.308	0.854	24.376
2	LOW	168	95.93	10.756		

If degree of freedom is 430, the required value for t-test to be significant at .05 level of confidence is 1.98

From Table 2, it is evident that the mean value of the organisational citizenship behaviour among higher secondary students with medium institutional climate is 115.01, and for those with low institutional climate, it is 95.93. The standard deviation values are 3.308 and 10.756, respectively. The standard error is 0.854, and the obtained t-value is 24.376, which is higher than the table value. Hence, the research hypothesis – “There is significant influence on organisational citizenship behaviour amongst the higher secondary students in reference to Medium and low institutional climate” is accepted, and the null hypothesis – “There is no significant influence on organisational citizenship behaviour amongst the higher secondary students in reference to Medium and low institutional climate” is rejected.

On the basis of above analysis it can be said that there is significant influence on organisational citizenship behaviour amongst the higher secondary students in reference to Medium and low institutional climate.

Sub Research Hypothesis 4.1.3 “There is significant influence on organisational citizenship behaviour amongst the higher secondary students in reference to high and low institutional climate” To test this, the null hypothesis was framed as: “There is no significant influence on organisational citizenship behaviour amongst the higher secondary students in reference to high and low institutional climate”

Table 4.1.3

Organisational Citizenship Behaviour amongst the higher secondary students in reference to High and low institutional climate

S.NO	GROUP	NUMBERS	MEAN	STANDARD DEVIATION	STANDARD ERROR	T-VALUE
1	HIGH	168	127.64	5.288	0.925	312.842
2	LOW	168	95.93	10.756		

If degree of freedom is 334, the required value for t-test to be significant at .05 level of confidence is 1.98

By observing the table no:3 It shows that the mean value of the organisational citizenship behaviour among higher secondary students with high institutional climate is 127.64, and for those with Low institutional climate, it is 95.93. The standard deviation values are 5.288 and 10.756, respectively. The standard error is 0.925, and the obtained t-value is 312.842, which is higher than the table value. Hence, the research hypothesis – “There is significant influence on organisational citizenship behaviour amongst the higher secondary students in reference to high and low institutional climate” is accepted, and the null hypothesis – “There is no significant influence on organisational citizenship behaviour amongst the higher secondary students in reference to high and low institutional climate” is rejected.

On the basis of above analysis, it can be said that there is significant influence on organisational citizenship behaviour amongst the higher secondary students in reference to high and low institutional climate. Therefore, the Main Research hypothesis “There is a significant influence of institutional climate on organizational citizenship behaviour amongst the higher secondary student” has been accepted while the null hypothesis “There is no significant influence of institutional climate on organizational citizenship behaviour amongst the higher secondary student” has been rejected.

As a result, the generalization has been established as there is significant difference in the organisational behaviour of students with high institutional climate.

The findings also suggest that students in schools with a robust institutional climate are more likely to engage in behaviours that benefit their peers and the overall school environment. These behaviours include cooperation, adherence to school norms, and active participation in school activities. By fostering an inclusive and supportive atmosphere, schools can play a critical role in nurturing these positive attributes among students.

Additionally, the results reinforce the need for targeted policies and programs to enhance the institutional climate, particularly in schools that may not currently provide an optimal environment for behavioural development. These interventions can lead to a significant and sustained improvement in OCB, thereby contributing to a more harmonious and productive school community. Policymakers and educators can utilize these insights to design practical strategies that address both immediate and long-term goals for enhancing student outcomes. Schools that invest in creating supportive environments are more likely to cultivate students who actively contribute to their communities, both within and outside the school.

1.11 Conclusion, Discussion and Suggestion: This study establishes a strong positive relationship between institutional climate and OCB among higher secondary students. The findings highlight the critical role of a supportive school environment in shaping

student behaviour. Schools with a conducive institutional climate promote desirable traits like altruism, civic virtue, and conscientiousness among students, fostering a collaborative and productive educational environment.

The results emphasize that supportive leadership, effective teacher-student relationships, and a cohesive institutional culture are essential components in enhancing OCB. This relationship is evident across diverse school types, reinforcing the universal importance of a positive school climate in behavioural development. Furthermore, the study highlights that institutional climate impacts not only academic outcomes but also holistic student development, preparing them for societal contributions.

These findings have significant implications for educational policies and practices. Policymakers should focus on strengthening institutional climates by investing in teacher training, student engagement programs, and improved infrastructure. Additionally, schools must adopt proactive strategies to foster environments that encourage mutual respect, collaboration, and inclusivity.

Future research could explore the longitudinal effects of institutional climate on OCB and identify additional variables that interact with institutional climate to influence behaviour. By doing so, educational stakeholders can design comprehensive interventions that address both immediate and long-term goals.

This study provides a foundation for understanding how institutional factors shape student behaviour, emphasizing the need for targeted efforts to enhance school environments. By prioritizing a supportive institutional climate, schools can cultivate responsible, engaged, and community-oriented individuals who contribute positively to society. It also establishes a strong positive relationship between institutional climate and OCB among higher secondary students. The findings highlight the critical role of a supportive school environment in shaping student behaviour. Future research could explore additional factors influencing OCB and investigate longitudinal effects of institutional climate.

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