

## Relationship between Work holism and Organizational Citizenship Behavior among Schools Employees in Sirjan-Iran

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**Abstract:** Nowadays, work has been crucial component of human life. Every day people spend a lot of their time in organizations. Unlimited organizational pressures and desires force people to work continually and consequently increase possibility of work holisms formation in people. Work holism phenomenon in particular is experienced in jobs that require high mental energy from employees. The aim of study was to examine the relationship between work holism and organization citizenship behavior among teachers in Sirjan-Iran. The respondents were 200 teachers (100 female and 100 male) in the age range of 30 to 50 years old from selected school in Sirjan. The instruments used for data collection include Spence and Robbinse's work holism questionnaire, and Konovsky and Organ's organization citizenship behavior questionnaire. The findings of the study indicated that work holism was significantly related to organization citizenship behavior. Also result of the t-test showed that males' respondents had significantly higher work holism.

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### 1. Introduction

Nowadays, many employees work long hours (Drago, 2000). Employees tend to have a secure and long-term job. Employees begin her/his career with hope and expectations to achieve the highest levels of the organization. Most of employees emphasize to achievement, power, rewards and responsibilities. Among different jobs in the community, teachers are involved in their work due to extrinsic rewards and internal motivations. Work holism may be enjoyable, but it is boring and difficult. Some

researchers consider it a disorder. They do not necessarily love their work but they spend their time with work. They think that they are the only ones that can do particular job. They are known as workaholics due to excessive work. However, in most cases, addiction to work in a job is associated with high income (Gholi Pour et al., 2008). On the other hand, the work holism has positive results and it causes that employees do behaviors out of their official duties. Although work holism personality leads to breakdown in long term job, therefore this

study determine relationship between work holism and organization citizenship behavior among teachers in Sirjan-Iran.

### 1.1. Work holism

The term of workaholic was coined in 1971 by Oates. According to Oates (1971), work holism is defined the pressure or the uncontrollable need to work incessantly. For workaholics, the need to work is overstated that it is dangers for their health, deducts their pleasure, and deteriorates their interpersonal and social relationship. Some views consider that work holism is bad due to it is an addiction similar to alcoholism (McMillan & O'Driscoll, 2004). In contrast, others views call work holism good. Therefore, they describe workaholics as hyper-performers. Workaholic personality is positive because its characteristic is the joy of creativity and workaholics try to find engagement and satisfaction through work (McMillan & O'Driscoll, 2004). Work holism can certainly be known as a syndrome (Aziz & Zickar, 2006; Piotrowski & Vodanovich, 2006).

Spence and Robbins (1992) defined workaholic as a person to exhibit factors of high engagement in work, high levels of work drive, and low levels of work enjoyment. These three factors are independent of one another (Spence & Robbins, 1992). Work engagement refers to beneficial use of time, drive refers to feeling forced to work because of an internal pressure to succeed, and enjoyment refers to the amount of pleasure gained from work (Spence & Robbins, 1992). These worker types are consist of work enthusiasts (high on work engagement and pleasure, low on drive), workaholics (high on work engagement and drive, low on pleasure), relaxed workers (low on work engagement and drive, high on pleasure), unengaged workers (low on all three components), enthusiastic workaholics (high on all three components), and disappointed workers (low on work engagement and pleasure, high on drive) (Spence & Robbins, 1992).

There are three approaches for work holism: positive approach of work holism: based on this approach, Pearson has an inherent tendency to hard work. This approach leads to positive behaviors such as organizational commitment and organizational citizenship behavior (Cantrarrow, 1979; Machlowits, 1980). Negative approach of work holism: based on this approach, person has an irrational commitment to work (Oates.1971). This means work holism. And finally, typology approach that is consists of different types of work holism. In regard to the above mentioned contents, the researcher concluded that work holism has positive consequences such as organizational citizenship behavior. Also, work holism has negative consequences such as breakdown in job. Therefore, managers of organizations need to manage and control this phenomenon for positive behavior outcomes.

### 1.2. Organizational citizenship behavior

Organizational citizenship behavior is an important concept in the field of management; therefore, it has received a great attention in the literature (Bateman & Organ, 1983; Podsakoff, MacKenzie, Paine, & Bachrach, 2000). According to Organ (1988), organizational citizenship behavior is an important issue that contributes in the survival of an organization. Therefore, it is essential to know the factors that significantly and positively help in creating this good behavior within the organization. In addition, higher levels of organizational citizenship behavior (OCB) lead to increased productivity and, consequently, higher success.

Organizational citizenship behavior (OCB) defined as person's behavior that improves the plan of the organization by contributing in social environment (Organ, 1997; Rotundo & Sackett, 2002). It has been considered in a diversity of domains and disciplines such as human resources management, marketing, economics and health care. Organizational citizenship behavior (OCB) is consisting of five different factors: Altruism (helping

behaviors directed at specific individuals), Conscientiousness (going beyond minimally required levels of attendance), Sportsmanship (tolerating the predictable 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). Workers that are engaged in organizational citizenship behavior can promote managers' efficiency to allow them to apply a greater amount of time for long-range planning matters. Consequently, managers advantage from positive organizational citizenship behavior (OCB) as well as employees (Turnipseed & Rassuli, 2005).

Many researchers studied effect factors on organizational citizenship behavior such as personal factors, duty characteristics, organizational and management behaviors. One of the most important personal factors is work holism that leads to hard working for employees. Workaholic person achieve great success and his/her work is most important matter in life (Podsakoff et al., 2000). Therefore, based on dimensions of work holism, this study fills the literature gap in this area and provides valuable empirical evidence on the role work holism in organizational citizenship behavior among teachers in Sirjan-Iran.

## 2. Objectives

1. To describe the work holism and organizational citizenship behavior.
2. To determine the relationship between work holism and organizational citizenship behavior.
3. To examine difference in organizational citizenship behavior between male and female.
4. To determine unique predictors of organizational citizenship behavior

## 3. Hypothesis

H01: There is a relationship between work engagement and organizational citizenship behavior among respondents.

H02: There is a relationship between feeling driven to work and organizational citizenship behavior among respondents.

H03: There is a relationship between joy in work and organizational citizenship behavior among respondents.

H04: There is difference in organizational citizenship behavior between male and female among respondents.

H05:

## 4. Method

### 4.1. Research Design

This study used a descriptive and correlational research design to examine the relationships between work holism and organizational citizenship behaviour. The present study, it is a cross-sectional study which involves collecting data over a short period of time in order to search for the answer for the outlined research questions.

### 4.2. Population and Sample

As shown Table 1 participants included 200 Iranian teachers (100 male, 100 female) that attended a south eastern in Sirjan. The ages of the participants ranged from 30 to 50 years, with the average age being 40 years (SD = 3.23). Data collected during the 2012 fall from schools. Research packets that included an informed consent form and questionnaires were distributed to teachers. After given instructions, teachers read the informed consent form, completed the questionnaires, and returned them to the proctor.

### 4.2. Instruments

#### 4.2.1. Work holism

Work holism was measured using Work holism Scale (WS) by Spence and Robbins

(1992) that was designed to measure addictive work behaviors. The WS has 22 items with three subscales. The subscales are work engagement (eight items), feeling driven to work (seven items), and work enjoyment (seven items). A five-point Likert scale from 1= never, 2= seldom, 3= sometimes, 4= often and 5= always was used to rate the items. The score for WS was obtained by summing up the scores for the 22 items. The total scale score ranged from 22 to 88, with high score indicating high work holism among respondents. The WS has demonstrated respectable psychometric properties ( $\alpha = .84$ ). In the current study, alpha reliability for the scale was .91. Examples of items included in the Work holism Questionnaire are as follows:

1. I get bored and restless on vacations when I haven't anything productive to do (*Work involvement*).
2. I often feel that there's something inside me that drives me to work hard (*Feeling driven to work*)
3. My job is more like fun than work (*Work enjoyment*)

#### 4.2.2. Organizational citizenship behavior

In the present study, researcher used a Persian translation of the organizational citizenship behavior (OCB) by Konovsky and Organ (1996). This questionnaire consists of 32 items designed to measure five components of OCB: Altruism, Conscientiousness, Sportsmanship, Courtesy and Civic Virtue. The rating scale was a 7-point Likert type scale, varying from 1=*does not apply at all to the person I am rating* to 7=*applies very well to the person I am rating*. The score for this questionnaire was obtained by summing up the scores for the 32 items. The total scale score ranged from 32 to 234, with high score indicating high OCB among respondents

## 5. Data Analysis

### 5.1. Pilot study

The measures were pre-tested using 30 teachers who fulfilled the study criteria. The criterion for the study was that respondents must be teachers aged between 30 and 50 years old. Pilot study is important as they provide guidance and feedback on the adequacy of the questionnaire, difficulty in understanding, ambiguity or inadequacies in the interview schedule, the non-response rate to be expected, and the efficiency of instructions and general briefing of interviewers (Portney & Watkins, 2000). Before collecting the actual data, both scales were tested in a pilot study to examine its reliability. Based on the results of the pilot study, modification of the measures was not needed.

Data from the present study were processed and analyzed using Statistical Package for Social Science (SPSS) version 16. Descriptive statistics such as mean score, standard deviation, percentage and frequency distribution were used to describe the age and gender of the respondents and level of variables. Inferential statistics that was used in the data analysis were Pearson Correlation Analysis, independent sample t-test.

## 6. Results

### 6.1. Descriptive finding

As shown in Table 1 there were equal number of male (50%) and female (50%) employees who work as teacher in Sirjanian schools. The mean age of the respondents was 40 years ( $SD = 3.23$ ). Also, more than half of the respondents reported low work holism (77%) and high organizational citizenship behavior (64%).

**Table 1:** Personal Characteristics in teachers and Levels of Variables

Variables	n	%	Variable	Mean	SD	n	%
<b>Gender</b>			<b>Work holism</b>	42.4	9.67		
Female	100	50	Low			161	77%
Male	100	50	High			39	23%
<b>Age</b>			<b>Organizational citizenship behavior</b>				
30-40	100	50	Low			83	36%
41-50	100	50	High			117	64%
<b>Mean</b>	40						
<b>Sd</b>	3.23						
<b>Minimum</b>	30						
<b>Maximum</b>	50						

## 6.2. Bivariate findings

### 6.2.1. Analysis of the relationship between work holism and organizational citizenship behaviour

The Pearson correlation analysis was conducted to examine the relationships work holism and organizational citizenship behaviour. The results will be discussed according to objectives and hypothesis. As shown in Table 2, there was a high positive significant relationship between work engagement and organizational citizenship behavior ( $r=.64$ ,  $p<.01$ ). The positive correlation coefficient indicates that an increase in the score for work engagement is followed by an increase in the teachers'

organizational citizenship behavior. Teachers with higher work engagement were more likely to show better organizational citizenship behavior. Also, there was a medium positive significant relationship between feeling driven to work and organizational citizenship behavior ( $r=.47$ ,  $p<.01$ ). Finally, there is a positive relationship between work enjoyment and organizational citizenship behavior ( $r=.35$ ,  $p<.01$ ). This means that correlation coefficient reveals that an increase in the score for feeling driven to work and work engagement is followed by an increase in the teachers' organizational citizenship behavior.

**Table 2:** Relationship between Variables

	Variables	X1	X2	X3	Y
X1	Work engagement	1			
X2	Feeling driven to work	.78**	1		
X3	Work enjoyment	.65**	.45**	1	
Y	Organizational citizenship behavior	.64**	.47**	.35**	1

### 6.2.2. Analysis of the different in organizational citizenship behavior in male and female

T-test was used to test the significant difference in organizational citizenship behavior between male and female respondents. The results are displayed in Table 3 findings of the study indicated that

there was a significant difference ( $t= 6.186$ ,  $p<.05$ ) in organizational citizenship behavior between male (mean= 132.5, SD= 6.760) and female (mean=99.8, SD=4.417) adolescents. Female adolescents had higher academic achievement scores than male adolescents.

**Table 3:** Result of t-test for organizational citizenship behavior by gender

	n	Mean	SD	t	p
Organizational citizenship behavior	200			6.186	.001
Gender					
Female	100	99.8	4.417		
Male	100	132.5	6.76		

### Analysis of unique predictor variable of organizational citizenship behavior

Regression analysis is conducted to explore predictors of organizational citizenship behavior (Chen, 2002). Multiple regression analyses were conducted to test work holism (work engagement, feeling driven to work, and work enjoyment) in predicting

organizational citizenship behavior among employees. In addition, the model consists of three predicting variables,  $X_1$ , work engagement,  $X_2$ , feeling driven to work, and  $X_3$ , work enjoyment. The contribution of these variables separately as well as in total contribution is presented in the following regression equation:

$$\hat{Y} = b_0 + b_1 X_1 + b_2 X_2 + b_3 X_3 + b_4 X_4$$

(Organizational citizenship behavior)  $\hat{Y} = 12.187 + (.051) + (-.018) + (-.076) + .070$

Based on Table 4 there is a significant relationship

between explanatory factors (work engagement, feeling driven to work and work enjoyment) and outcome (organizational citizenship behavior) [F (4,377) = 30.854, p=.000].

Further to this, Table 5 with the observed t=2.748, p=.006, the standard coefficient Beta=-.141 and the relatively small value of the standard error=.018, can be clearly stated that work engagement has a relationship organizational citizenship behavior. Also, the second variable (feeling driven to work) has significant relationship with organizational citizenship behavior, where t=-4.384, p= .000, Beta= -.207,

standard error=.017. Finally, the third variable (work enjoyment) where, t= 8.070, p= .000, Beta= .393, standard error=.009, has a significant relationship with organizational citizenship behavior. Also, R<sup>2</sup> showed that about 24 % of the variance in organizational citizenship behavior is explained by work engagement, feeling driven to work and work enjoyment. In other words, 76 % of organizational citizenship behavior is related to the other factors. According to Table 5 work enjoyment is the strongest predictor of organizational citizenship behavior.

**Table 4:** ANOVA Table of regression model

Model		Sum of Squares	df	Mean Square	F	Sig
1	Regression	505.836	4	126.459	30.854	.000
	Residual	1545.193	377	4.099		
	Total	2051.029	381			



**Table 5:** Multiple regression analysis on academic achievement

Model	B	Std.Error	Beta	t	Sig
1 (Constant )	12.187	1.098		11.095	.000
Work engagement	0.051	0.018	0.141	2.748	.000
Feeling driven to work	-0.076	0.017	0.207	-4.384	.000
Work enjoyment	0.07	0.009	0.393	8.07	.000

### Discussion and conclusion

This study illustrates relationship between work holism and organizational citizenship behavior among schools' employees. The first objective of the present study indicated that majority of the respondents reported low work holism and high organizational citizenship behavior. The second objective of the present study showed that there is positive significant relationship between work holism and organizational citizenship behavior. This means that work holism can effect on voluntary and altruistic behaviors. Teachers have a sensitive and important duty in society. Also, they deal daily with many students and since teachers play a important role for rearing students, so teachers must allow students to be relaxed during education. Findings of the present study indicated that there is a significant relationship between work engagement and organizational citizenship behavior in teachers. This means that employees who are more involve in their work show more responsibility in work. Many researches have been done in the field of work addiction or work holism. The results of these studies showed that hard working of employees is necessary for organizations.

Employees who are workaholic devote voluntarily long hours in organizational activities (Snir & Harpz, 2004). Work holism is consisting of emotional and intellectual investment in job and these investments are continuous and stable. Also, feeling driven to work has a significant positive relationship with organizational citizenship behavior. This means that workaholic employees are more result-oriented rather than task-oriented. In the other words, workaholic employees consider more work processes rather than work outcome. One of the proposed suggestions is that employees have to choice positive work holism. These employees do their duty quickly and they work hard. They devote their time for organization's goals. According to MacKenzi et al. (2005), the positive approach of work holism lead to work for long hours. Finally, there was a significant relationship between work enjoyment and organizational citizenship behavior. This means that workaholic employees love their job and they work with happiness. Therefore, they try double and are loyal against organization. According to Podsakoff et al. (1995), tasks that are intrinsically satisfying lead to happiness and enjoyment in employees' work that



finally increase organizational citizenship behavior. Experts recommend that for supporting of behaviors related to work addiction in organizational environment must employees receive rewards for their behaviors (McMillan, O'Driscol, Marsh & Brady, 2001). Managers and experts who work long hours in organizations reported high levels of commitment and happiness (Burke, 2001). Employees who are workaholic, they work instead of extra people in organization (Armitage, 2001). Also, there is a significant relationship between work holism and the time that employees devote on their job. Workaholic employees spend more hours than who are not work holisms (Mudrack & Naughton, 2001). According to research findings, there are strategies to reduce negative impacts of work holism and increase organizational citizenship behaviors among employees.

1- Organizations have to consider rewards for positive work addiction behavior for employees.

2- Jobs should be designed based on employees' intrinsic attraction that leads to organizational citizenship behavior finally.

3- In the field of organizational missions and duties, organizations have to consider employees' internal desire that lead to organizational citizenship behavior.

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