

## **Relationship between Dominance Skills of School Managers and Teachers’ Organizational Citizenship Behavior**

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The purpose of this analytical descriptive research was to examine the relationship between school managers’ dominance and the organizational citizenship behavior of teachers. Two questionnaires were prepared one for teachers and the other for the heads/managers. Each questionnaire comprised of forty five (45) items. All (sixteen hundred eighteen - 1618) secondary schools of Khyber Pakhtunkhwa province of Pakistan served as the population for this study. Population was divided into four strata. One hundred and twenty urban schools (60 male and 60 female) and eighty four rural schools (42 male and 42 female) were randomly selected from each stratum as sample. The questionnaire for the head was given to the Principal/headmaster and the questionnaire for teacher was given to three teachers from each school. Thus the data was collected from two hundred and four (204) heads/managers and six hundred and twelve (612) teachers. Pearson’s correlation “r” was used to find the relationship between the variables. The analyzed data reflected that there was a strong correlation between managers’ dominance skill and teachers’ organizational citizenship behavior.

**Key words:** *dominance, organizational citizenship behavior, altruism, conscientiousness, sportsmanship, courtesy, civic virtue*

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### **Introduction:**

Educational management has a very significant role in the operations and development of education system. With the ever increasing population, the education sector has expanded on a very large scale and the role of educational manager has become more challenging than ever. Educational manager is assumed to ensure the accomplishment of educational objectives and its work has become more complex. According to Govt. of Pakistan (2009), Educational management demands professionalism, set standard and expertise, but the conventional policy makers in ministries, educational managers and head of the institutions are not prepared for this. If teachers are involved in the process of planning at the levels of institution, it may help in preparing a highly professionalized management force in the field of education.

### **DISC Model of Management**

Dominance is first and the most important element of the DISC model of management. The foundations of DISC model were laid by a psychologist named Marston (2008). He worked upon DISC for the first time. Marston identified what he called four “primary emotions” and associated behavioral responses, which today we know as Dominance, Influence, Steadiness, Conscientiousness. Most of the work on DISC model was carried out by Dr Robert Rohm who developed inventories based on the theory of Marston (2008). He never used his theory to label individuals as a specific “type.” But he did believe that each person projects a greater intensity and frequency of the behaviors of one or two of the styles. Marston thought that by understanding how our normal emotional responses adapt to the demands of people, situations, and societal expectations, we may evolve into healthier people

better-equipped to realize true happiness in our personal and professional lives.

According to Skrivanek, (2004) the “Dominating” person loves challenges. Some regard him as being inconsiderate as he is very competitive. He has respect for those who can win in the face of odds, and he contributes his best efforts when he has authority and responsibility. He sets himself high targets and wants his authority to be accepted and taken seriously. If he has no challenges facing him, he is liable to “rock the boat”. The “Dominating” person often works very long and diligently. In fact, challenges bring out the best in these persons.

Wiggins, (1991) in their intercourse with others, the “D”s are normally immediate, direct and straightforward. They say what they mean and mean what they say. They can be brusque, even sarcastic, but they do not bear a grudge. They flare up easily and they come easily into discussion with their colleagues. They take it for granted that others look up to them, they like taking the lead and being in the limelight. If they are not the centre of attention, they can well become offensive. They easily hurt others’ feelings without being aware of it, and particularly like being praised, although at bottom they are egoistic. The “Dominating” person is normally an individualist who goes his own way and is self-sufficient. They can be tyrannical and disregard others in order to achieve their goal. They do not worry too much about rules and promises, and can be excessively critical and judgmental if people or things do not live up to their expectations. Once they have said what they want, they often forget what they have said. They normally want to enter an organization with a view to achieving a particular result, rather than to take part in social activities.

### **Organizational Citizenship Behavior**

With the expansion of organizational behavior (OB), in 90’s a new concept like Organizational Citizenship Behavior (OCB) which attained significant importance for the researcher. According to Organ, (1997) OCBs are thought of as discretionary behaviors, which are not part of the

job description, and are performed by the employee as a result of personal choice. Second, OCBs go above and beyond that which is an enforceable requirement of the job description. Finally, OCBs contribute positively to overall organizational effectiveness. These behaviors are called extra role behavior. According to Robbins, (2006) these behaviors are not required from the workers on their formal job, but if these behaviors are present in work setting would improve the functioning of the organization or in other words improve the performance of the organization.

### **Elements of Organizational Citizenship Behaviour**

#### **1. Altruism**

It is a motivational state with the goal of increasing other’s welfare. According to Darity, (2008) Psychological altruism is contrasted with psychological egoism, which refers to the motivation to increase one’s own welfare. Altruism or selflessness is the principle or practice of concern for the welfare of others.

#### **2. Conscientiousness**

According to Robert, (2004) conscientiousness is overlooked as the part of personality (personality trait). Desirable traits of character may be considered as dependable, credible, hard working and persevering. And these all qualities are present in conscientious people.

#### **3. Sportsmanship**

According to Lacey, (2007) Sportsmanship and also sometimes sports-personship is an ambition or thinking that an activity or game will be enjoyed for its own sake. The game will be played for the sake of game and not for winning it at any cost.

#### **4. Courtesy**

According to Law et, al (2005) courtesy is a willful behavior of an individual to avoid unnecessary conflict with his colleagues. This is a sort of helping behavior which is known as preventing problem before its occurrence.

## 5. Civic Virtue

According to Putnam, (2000) civic virtue means a standard of upright behavior or morality in dealing with society. A person can exhibit civic virtue by attending a parent teacher meeting, voting and working as volunteer or organizing a book group.

### Objectives of the Study

1. To find out the correlation between heads dominance and teachers' Altruism.
2. To find out the correlation between heads dominance and teachers' Conscientiousness.
3. To find out the correlation between heads dominance and teachers' sportsmanship.
4. To find out the correlation between heads dominance and teachers' courtesy.
5. To find out the correlation between heads dominance and teachers' civic virtue.

### Hypotheses:

To achieve the objectives of the study following hypotheses were made:

1. There is no relationship between heads dominance and teachers' Altruism.
2. There is no relationship between heads dominance and teachers' conscientiousness.
3. There is no relationship between heads dominance and teachers' sportsmanship.
4. There is no relationship between heads dominance and teachers' courtesy.
5. There is no relationship between heads dominance and teachers' civic virtue.

### Research Methodology

The study was designed to find the relationship between dominance of the heads of educational institutions and the organizational citizenship behavior of teachers. The study was analytical and descriptive in nature. For the purpose of collection of data two questionnaires were developed, one each for the head of the institutions and other for the teachers. Both questionnaires had

forty five items (five point likert scale). Pilot testing of the instrument is necessary before launching it to the selected sample. Johnson and Christenson, (2000) recommended that research instrument should be tested to determine its effectiveness and usefulness. The research instruments (questionnaires) were pilot tested on the 10 heads and 30 teachers (head and three teachers from each school) taken from the population but not included in the sample. According to Devellis (1991) for the calculation of reliability of questionnaires, Cronbach's alpha ( $\alpha$ ) is most effective as compared to any other test. The reliability of questionnaire for the heads of secondary schools was 0.81 and questionnaire for the teachers of Secondary Schools was 0.85. All the secondary school teachers and head of schools serving in Khyber Pakhtunkhwa province formulated the population for this study. Total number of schools in the province of KPK is one thousand six hundred and eighteen (1618), hence same is the number of school heads. While the total number of teachers, teaching at secondary schools is twenty-one thousand seven hundred and eighty (21780) (Govt. of Pakistan 2010-11 EMIS Section). Population was divided into four strata i.e. male urban, female urban, male rural and female rural. Stratified sampling technique was used. One hundred and twenty urban schools (60 male and 60 female) and eighty four rural schools (42 male and 42 female) were randomly selected from each stratum as sample. The head and three secondary school teachers of the same school were included in the sample. The questionnaire for the head was given to the Principal/headmaster and the questionnaire for teacher was given to three teachers from each school. Thus the data was collected from two hundred and four (204) heads/managers and six hundred and twelve (612) teachers. Pearson's correlation "r" was used to find the relationship between the variables. According to Gay, (1997) Pearson's correlation "r" is the most appropriate measure of relationship when the sets of data to be correlated and it is also the most stable measure of correlation.

Table 1  
*Sample of the Secondary School Heads*

Sr. No.	Divisional Headquarter	Sample				Total
		Urban		Rural		
		M	F	M	F	
1.	D.I. Khan	10	10	07	07	<b>34</b>
2.	Abbottabad	10	10	07	07	<b>34</b>
3.	Kohat	10	10	07	07	<b>34</b>
4.	Swat	10	10	07	07	<b>34</b>
5.	Mardan	10	10	07	07	<b>34</b>
6.	Peshawar	10	10	07	07	<b>34</b>
	<b>Total</b>	<b>60</b>	<b>60</b>	<b>42</b>	<b>42</b>	<b>204</b>

Table 2  
*Sample of the Secondary School Teachers*

Sr. No.	Divisional Headquarter	Sample				Total
		Urban		Rural		
		M	F	M	F	
1.	D.I. Khan	30	30	21	21	<b>102</b>
2.	Abbottabad	30	30	21	21	<b>102</b>
3.	Kohat	30	30	21	21	<b>102</b>
4.	Swat	30	30	21	21	<b>102</b>
5.	Mardan	30	30	21	21	<b>102</b>
6.	Peshawar	30	30	21	21	<b>102</b>
	<b>Total</b>	<b>180</b>	<b>180</b>	<b>126</b>	<b>126</b>	<b>612</b>

As the sample was 204 heads and 612 teachers (one head and three teachers from each school), therefore mean of teachers' OCB score was

calculated before calculating the coefficient of correlation.

Table 3  
*Correlation between Heads' Dominance Skill Score and Teachers' Altruism Scores*

Respondents		r	p
Head	Teacher		
Urban Males	Urban Male	0.620	0.000
Rural Male	Rural Male	0.730	0.000
Urban Female	Urban Female	0.75	0.000
Rural Female	Urban Female	0.612	0.000

Rural Female	0.678	0.000
Overall		

Table 3 indicates that:

1. There is a high relationship between dominance skills scores of urban male heads and altruism scores of urban male teachers as the calculated value of r is (0.620).
2. A high relationship between dominance skills scores of rural male heads and altruism scores of rural male teachers having r (0.730).
3. Very high relationship exists between dominance skills scores of urban female heads and altruism scores of urban female teachers as the value of r is (0.75).
4. There is a high relationship between dominance skills scores of rural female heads and altruism scores of rural female teachers as the calculated value of r (0.612).
5. Overall relationship between heads' dominance and teachers' altruism is high as the calculated value of r (0.678).

Table 4

*Correlation between Heads Dominance Skills Scores and Teachers Conscientiousness cores*

Respondents		r	p
Head	Teacher		
Urban Male	Urban Male	0.702	0.000
Rural Male	Rural Male	0.710	0.000
Urban Female	Urban Female	0.630	0.000
Rural Female	Rural Female	0.708	0.000
Overall		0.690	0.000

Table 4 indicates:

1. A high relationship between dominance skills scores of urban male heads and conscientiousness scores of urban male teachers having r (0.702).
2. A high relationship exists between dominance skills scores of rural male heads and conscientiousness scores of rural male teachers as the calculated value of r is (0.710).
3. There is high relationship between dominance skills scores of urban female heads and conscientiousness scores of urban female teachers having r (0.630).
4. A high relationship was recorded between dominance skills scores of rural female heads and conscientiousness scores of rural female teachers as the value of r is (0.708).
5. Overall relationship between heads' dominance and teachers' conscientiousness is high as the calculated value of r (0.690).

Table 5

*Correlation between Heads Dominance Skills Scores and Teachers Sportsmanship Scores*

Respondents		r	p
Head	Teacher		
Urban male	Urban male	0.810	0.000
Rural male	Rural male	0.601	0.000
Urban female	Urban female	0.638	0.000
Rural female	Rural female	0.732	0.000
Overall		0.700	0.000

Table 5 shows that:

1. There is very high relationship between dominance skills scores of urban male heads and sportsmanship scores of urban male teachers with the value of r (0.810).
2. High relationship between dominance skills scores of rural male heads and sportsmanship scores of rural male teachers as the value of r is (0.601).
3. High relationship exists between dominance skills scores of urban female heads and sportsmanship scores of urban female teachers with r (0.638).
4. There is a high relationship between dominance skills scores of rural female heads and sportsmanship scores of rural female teachers. The value of r is (0.732).
5. Overall relationship between heads' dominance and teachers' sportsmanship is high as the calculated value of r (0.700).

Table 6

*Correlation between Heads Dominance Skills Scores and Teachers courtesy Scores*

Respondents		r	p
Head	Teacher		
Urban male	Urban male	0.805	0.000
Rural male	Rural male	0.503	0.001
Urban female	Urban female	0.725	0.000
Rural female	Rural female	0.869	0.000
Overall		0.726	0.000

Table 6 indicates that:

1. Very high relationship exists between dominance skills scores of urban male heads and courtesy scores of urban male teachers as the calculated value of r is (0.805).
2. Moderate relationship is recorded between dominance skills scores of rural male heads and courtesy scores of rural male teachers as the value of r (0.503).
3. High relationship between dominance skills scores of urban female heads and courtesy scores of urban female teachers. The value of r (0.725).
4. A very high relationship between dominance skills scores of rural female heads and courtesy scores of rural female teachers. The value of r (0.869).
5. Overall relationship between heads' dominance and teachers' courtesy is high as the calculated value of r (0.726).

Table 7

*Correlation between Heads Dominance Skills Scores and Teachers civic virtue Scores*

Respondents		r	p
Head	Teacher		
Urban male	Urban male	0.823	0.000
Rural male	Rural male	0.579	0.001
Urban female	Urban female	0.913	0.000

Rural female	Rural female	0.684	0.000
	Overall	0.754	0.000

Table 7 reveals that:

1. There is a very high relationship between dominance skills scores of urban male heads and civic virtue scores of urban male teachers. The value of r (0.823).
2. High relationship between dominance skills scores of rural male heads and civic virtue scores of rural male teachers with r (0.579).
3. There is very high relationship between dominance skills scores of urban female heads and civic virtue scores of urban female teachers as the value of r (0.913).
4. High relationship exists between dominance skills scores of rural female heads and civic virtue scores of rural female teachers as the value of r (0.684).
5. Overall relationship between heads' dominance and teachers' civic virtue is high as the calculated value of r (0.754).

Table 8

*Correlation between Heads Dominance Skills Scores and Teachers OCB Scores*

Respondents		r	p
Head	Teacher		
Male Urban	Male Urban	0.863	0.000
Male Rural	Male Rural	0.757	0.000
Female Urban	Female Urban	0.742	0.000
Female Rural	Female Rural	0.689	0.000
	Overall	0.710	0.000

Table 8 reflects:

1. Very high relationship between dominance skills scores of urban male heads and OCB scores of urban male teachers having r (0.863).
2. There is a very high relationship between dominance skills scores of rural male heads and OCB scores of rural male teachers with r (0.757).
3. A high relationship exists between dominance skills scores of urban female heads and OCB scores of urban female teachers. The value of r (0.742).
4. A high relationship is recorded between dominance skills scores of rural female heads and OCB scores of rural female teachers as the calculated value of r (0.689).
5. Overall relationship between heads' dominance and teachers' organizational citizenship behaviour is high as the calculated value of r (0.710).

**Findings:**

1. Both urban and rural males have a high relationship with respect to the heads' dominance and teachers' altruism with values of r 0.620 and 0.730 respectively. Similarly dominance of female heads of urban and rural areas have high relationship with female teachers' altruism as the calculated value of r is 0.75 and 0.612 respectively. Overall relationship between heads' dominance and teachers' altruism is also high with calculated value of r = 0.678 (Table 3).
2. Both urban and rural males have a high relationship with respect to the heads' dominance and teachers' conscientiousness with calculated values of r 0.702 and 0.710 respectively. Similarly dominance of female heads of urban and rural areas have high relationship with female teachers conscientiousness as the calculated value of r is 0.630 and 0.708 respectively. Overall relationship between heads' dominance and teachers' conscientiousness is also high with calculated value of r = 0.690 (Table 4).
3. There is a very high relationship between male heads' dominance and teachers' Sportsmanship in urban with r = 0.910. A

high correlation was found between Dominance and Sportsmanship of male heads' and teachers of rural area having calculated value of  $r$ , 0.601. On the other hand high relationship in urban and rural areas was recorded between female heads dominance and sportsmanship of teachers with the calculated values of  $r$ , 0.638 for urban area and 0.732 for rural area. Overall relationship between heads' dominance and teachers' sportsmanship is also high with calculated value of  $r = 0.700$  (Table 5).

4. There is a very high relationship between male heads dominance and courtesy of teachers in urban area with  $r = 0.805$ . On the other hand a moderate correlation was recorded between dominance of male heads and teachers' courtesy in rural area having calculated value of  $r$ , 0.503. A high relationship exists between female heads dominance and courtesy of teachers as the calculated value of  $r$  is 0.725 in urban area. While a very high relationship was found between female heads' dominance and teachers' courtesy in rural area with value of  $r = 0.869$ . Overall relationship between heads' dominance and teachers' courtesy is also high with calculated value of  $r = 0.726$  (Table 6).
5. There is a very high relationship between heads' dominance and teachers' civic virtue for both male and female with the values of  $r$ , 0.823 and 0.913 respectively in urban area. On the other hand there is a high relationship between heads' dominance and teachers' civic virtue for both male and female in rural area with  $r = 0.579$  and 0.684 respectively. Overall relationship between heads' dominance and teachers' civic virtue is also high with calculated value of  $r = 0.754$  (Table 7).
6. Very high relationship exists between heads' dominance and teachers' OCB for both male and female in urban area with calculated values of  $r = 0.863$  and 0.752 respectively. Similarly a very high correlation was recorded between male

heads' dominance and teachers' OCB in rural area with ( $r = 0.757$ ). On the other hand there is a high relationship between female heads' dominance and teachers' OCB in rural area teachers with the calculated value of  $r = 0.689$ . Overall relationship between heads' dominance and teachers' OCB is also high with calculated value of  $r = 0.710$  (Table 8).

### Conclusion

High correlation exists between heads' dominance and teachers' altruism and conscientiousness for male and female in both urban and rural areas. Moderate relationship was found between male heads' dominance and courtesy of teachers in rural area. High relationship between heads' dominance and teachers' sportsmanship and courtesy in urban area for both male and female. Relationship was very high between heads' dominance and teachers' civic virtue for both male and female in urban area while it is high in rural area. As for as the relationship between heads' dominance and teachers' organizational citizenship behavior is concerned, it is very high for urban male, urban female and rural male. Overall correlation is also high in heads' dominance and all the elements of OCB except in the case of civic virtue where it is very high.

### Recommendations

1. There was moderate relationship between male heads' dominance and teachers' courtesy in rural area, therefore training courses may be arranged in this regard. Academy of Educational Planning and Management and Provincial Institute of Teacher Education may initiate trainings for the heads and teachers respectively.
2. Dominance skills of DISC management model might be implemented at secondary level in order to make management more purposeful and meaningful. Short courses and workshops for the practical implementation of DISC model may be introduced.

Teachers as well as principals across the board might be made familiar with Organizational Citizenship Behavior. Measurement techniques for the assessment of Organizational Citizenship

Behavior may be introduced in educational

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