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Does Involving Teachers' in Decision Making Enable them to a Walk an Extra Mile? An Empirical Investigation

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Abstract: Increasing participation in decision making by teachers in educational institutions promote institutional effectiveness. Past research has focused on the relationships of teachers' participation in decision making and organizational citizenship behaviour. However, there exists paucity in research which verified the moderating role of job involvement between participation in decision making and organizational citizenship behaviour. Present study makes an attempt to fill the gap. Structural equation modeling with partial least squares method was conducted to test the research question formulated for the study. Data were collected for the 655 faculty members working in private engineering institutions, affiliated to JNT University, India. Results did not support the role of job involvement as potential moderator between participation in technical decision making and organizational citizenship behaviour. However, participation in decision making and job involvement were the predictors of the dimensions of organizational citizenship behaviour. The implications of the study are relevant to the administrators, head of the departments, and all the people holding power in engineering institutions.

Keywords: Participation in decision making, organizational citizenship behaviour, job involvement, moderator, structural equation modeling

1. INTRODUCTION

Participation in Decision Making (PDM) is one of the important dimensions of teachers' empowerment. Although literature suggest many dimensions of empowerment, the prominent one was proposed by Short and Rinehart (1992) who identified six dimensions of teachers' empowerment: Decision making, professional growth, status, self-efficacy, autonomy, and impact. White (1992) has studied Teachers' empowerment in relation to participation in decision making. By allowing teachers to participate in decision making enables them to develop significant interactions with the institution. Teachers' participation in

decision making gives them more input into the decision making process which validates their professionalism (Firestone & Pennell, 1993). PDM not only enhances teachers' sense of autonomy on the job (Schermerhorn, Hunt, & Osborn, 1994; Wood & Bandura, 1989), but it is also considered influential in achieving productivity, efficiency, innovation, or other valued results pertinent to educational institutions (Wall & Rinehart, 1998). PDM is also expected to develop a sense of fairness and trust in the institution and its operations (Bogler & Somech, 2005). Trust in turn is expected to elevate teachers' willingness to engage in citizenship behaviours (Tepper & Taylor, 2003; Singh & Srivastava, 2009).

Teachers who exhibit citizenship behaviours are the real competitive advantage to the educational institutions. Hence, educational institutions have to be dependent on teachers who are willing to exert significant effort beyond formal job requirements, that is, to engage in Organizational Citizenship Behaviour (OCB) (Somech & Drach-Zahavy, 2000). OCB is considered as one of the key factors for performance in educational institutions (Diefendorff, Brown, Kamin, & Lord, 2002). Institutions need to consider empowering teachers to participate in decision making process, as it is not exclusively related to OCB but it is also related to commitment and other valued results. Teachers' active participation in decision making enhances involvement and commitment, as individuals tend to place greater trust in the information discovered by them (Fishbein & Azjen, 1975; Armenakis, Harries, & Mossholder, 1993; Fullan, 1997). In turn, commitment is expected to influence teachers' OCB (Schaubroeck & Ganster, 1991).

The above findings provide us fair signal to expect that participation in decision making functions to enhance OCB through commitment. Mowday (1998) argued that commitment constructs may be a key mediator linking human resource management practices with performance constructs. In the present study, PDM is one of the important construct which falls in human resource management practice category and OCB construct in performance category. The two main studies which studied the mediating role of Organizational Commitment (OC) between PDM and OCB were by VanYperen, Berg, and Willering (1999) and Somech and Bogler (2002). Unexpectedly, the results produced by both the studies were differing to each other. VanYperen et al., (1999) found no mediating role of OC between PDM and OCB. Whereas, Somech and Bogler (2002) endorsed the mediating role of OC between participation in the managerial decisions and OCB towards the team and organization. The inconsistent findings concerning the relationship of PDM and the outcome variable (i.e., Organizational citizenship behaviour) might be explained by the presence or absence of moderating variable (Latham & Pinder, 2005). Hence, the present study intends to verify the moderating role of teachers' job involvement (i.e., commitment to the job) between participation in decision making and organizational citizenship behaviour (Figure 1). Such an attempt not only allows us to minimize the dearth of research on interaction effects of job involvement between PDM and OCB, but also enables us to identify the conditions under which teachers' citizenship behaviours can be realized.

1.1. Significance of the Study

When teachers are allowed to take part in the decision making process, which may have impact on their role as a teacher would create a sense of belongingness towards the institution and to reciprocate such privileged actions teachers would exhibit citizenship behaviours. Moreover, teachers' participation in decision making can enhance a sense of fairness and trust in the organization, as they can defend their own interests (Bogler & Somech, 2005). According to Van Yperen *et al.*, (1999) the most important conditions that figure out employees' view about the procedural fairness is participation in decision making. In fact, several

studies have shown that participation in decision making can lead to OCBs. This study is different from earlier studies in the following ways:

Firstly, for example researchers Van Yperen *et al.*, (1999) had verified the relationship between participation in decision making and the dimensions of OCB such as altruism, courtesy, sportsmanship, civic virtue, and conscientiousness, whereas the present study verified dimensions such as OCBO, OCBT, and OCBS. The findings are expected to vary according to the dimensions included in the study.

Secondly, there are several studies which verified the role of commitment variables as mediators between participation in decision making and OCB, for example the study by Van Yperen *et al.*, (1999) and (Somech & Bogler, 2002) etc., however there are lack of studies which verify job involvement (commitment towards ones job) as moderator between above mentioned predictor and criterion variables. A given variable may function as either a moderator or a mediator, depending on the theory being tested. Although this can be confusing, it is helpful to know that moderators are often introduced when there are unexpectedly weak or inconsistent relations (Baron & Kenny, 1986).

The above findings have highlighted the importance of investigating participation in decision making, Job involvement, and organizational citizenship behaviour as a multidimensional concept. Examining the antecedents and determinants of each dimension separately in the context of engineering institutions, and the role of job involvement as moderator between PDM and OCB is required.

The above findings motivate to develop a research question as mentioned below:

Research Question: Does job involvement act as the moderator between participation in decision making and organizational citizenship behaviour?

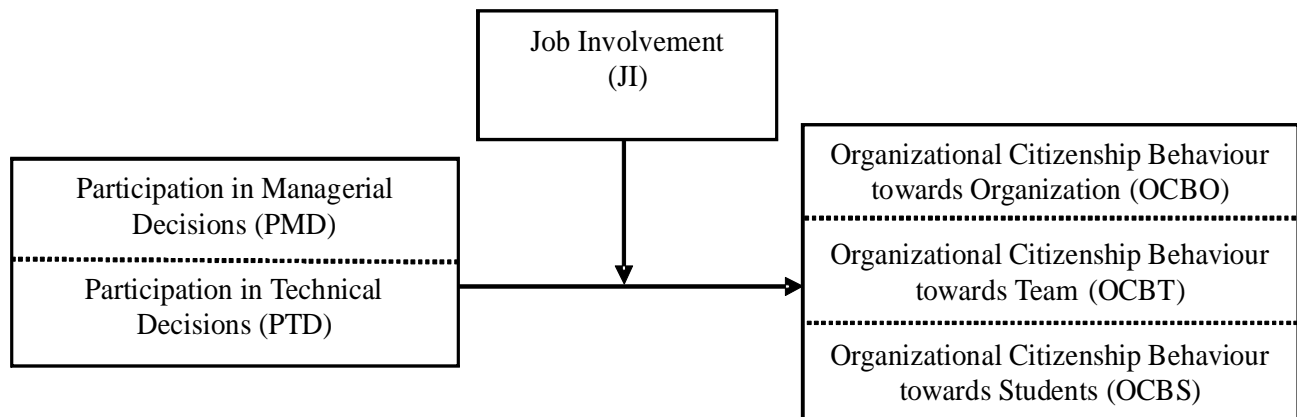


Figure 1: Research Model: Job Involvement as Moderator between Teachers' Participation in Decision Making and Organizational Citizenship Behaviour

2. THEORETICAL FRAMEWORK

Participation in decision making (PDM) has its place in supportive human resource management (HRM) practice. Job involvement and organizational citizenship behaviour are two important constructs in the field of organization behaviour.

2.1. Participation in Decision Making

Teachers' participation in decision making has been defined by various researchers. According to Short (1994a) decision making refers to teachers' participation in critical decisions that directly affect their work, involving issues related to budgets, teachers selection, scheduling, and curriculum. Koopman and Wierdsma (1998) defined participation in decision making as joint decision making or at least shared influence in decision making by a superior and his or her employee.

Participation in decision making gives teachers more input into the decision making process, which can enhance teachers' sense of control on the job (Schermerhorn, Hunt, & Osborn, 1994; Wood & Bandura, 1989). Furthermore, when teachers are called to actively participate in decision making, ensures the availability of information which can facilitate in successful teaching, and this might strengthen their sense of self-efficacy and self-determination (Firestone & Pennell, 1993; Conley & Bacharach, 1990).

Scholars in the area of educational research (Duke & Gansneder, 1990; Schneider, 1985; Herriott & Firestone, 1984) identified two main domains of decision making in educational institutions: (a) managerial domain and (b) technical domain. Managerial domain deals with operation and administration of the institute (e.g., setting institute/college goals, hiring staff, allocating budget, evaluating teachers, etc.), which includes those activities that relate to the institute as a whole. Being involved in the institution environment might expand the teachers' viewpoint and their role perception. Participation in managerial issues widens the teachers' focus from the immediate outcomes within their own classrooms to the organization as a whole. Whereas, technical domain deals with students and instructions (e.g., establishing student disciplinary policies, deciding about standardized examination policies, and developing procedures for reporting student progress to their parents). Technical decisions have an immediate relevance to the teacher's own classroom.

2.2. Organizational Citizenship Behaviour

There are many ways in which OCB have been defined over the years (Bateman & Organ, 1983; Organ, 1988, 1990; Smith, Organ, & Near, 1983; 1994; William & Anderson, 1991), but the two most popular concepts are those developed by Organ (1988, 1990), and Williams and Anderson (1991).

Organ (1990) refers OCB as those discretionary behaviours that go beyond existing role expectations and are directed towards individual, group, or organization as a unit to promote organizational goals. The notion of behaviours directed towards individual (OCBI) and organization (OCBO) was first introduced by Williams and Anderson (1991). In the educational setting, (OCBI) corresponds to the behaviours that immediately benefit particular individuals (e.g., students, colleagues) and thus, indirectly contribute to the organization and (OCBO) corresponds to the behaviours that benefit the educational institutes as a whole. For example, (OCBI) could be preparing special assignments for higher and lower level students or helping other teachers who have heavy work load. (OCBO) might include making innovative suggestions to improve the functioning of institute or organizing social activities for institute.

OCB in the present study was adopted from the definition given by Organ (1990), which highlights the multidimensional nature of OCB (a) OCB towards students (OCBS) (e.g., acquiring expertise in new subjects that contribute to teaching, enhancing the ability to deal with students' special needs, etc.), (b) OCB towards team (OCBT) (e.g., helping other teachers who have heavy workloads, orient new teachers,

etc.), and (c) OCB towards organization as a whole (OCBO) (e.g., organizing joint activities with parents for the students' welfare, assisting the superior/principal in non-academic activities in free hours, etc.).

The distinction between the dimensions is important because it has been suggested that the dimensions of OCB may have different antecedents (Williams & Anderson, 1991; McNeely & Meglino, 1994; Somech & Drach-Zahavy, 2000).

2.3. Job Involvement

In the early approach to job involvement, Lodhal and Kejner (1965) argued that job involvement is the internalization of values about the goodness of work or the importance of work for the person's worth. He describes: (a) job-involved person as one for whom work is a very important part of life, and who is personally greatly affected by his or her entire job situation. (b) non job-involved person as one for whom work is not as important part of his or her psychological life. His or her interests lie elsewhere, and the core of his or her self-image, the essential part of one's identity, is not greatly affected by the kind of work one does or how well one does it. Later, Kanungo (1979) asserted that involvement in a specific job is not the same as involvement in work in general and developed separate scales for each. This has become an updated and acceptable than those of Lodhal and Kejner (1965). Kanungo's (1979, 1982) approach and scale for job involvement have become prevailing in job involvement research. Blau (1985) defines job involvement as the extent to which an individual identifies psychologically with his/her job. Therefore, job involvement appears to be a construct that follows directly from the way individuals behave on the job. In this connection, a meta-analytic study of the consequences of job involvement by Brown (1996) has shown that the effect of job involvement has significant bearings upon the overall organizational effectiveness.

2.4. Participation in Decision Making and Organizational Citizenship Behaviour

Determining why individuals engage in OCB has occupied a substantial amount of research attention in both organizational behaviour and social psychology (Brief & Motowidlo, 1986; McNeely & Meglino, 1994). The social exchange theory (Blau, 1964) explains why individuals tend to exhibit OCB, which contends that individuals will attempt to reciprocate those who benefit them. Research suggests that employees perform OCB with greater frequency when they perceive as fair the means by which organizations and their representatives make allocation decisions (Podsakoff *et al.*, 2000; Tepper & Taylor, 2003). According to Organ (1998), employees interpret procedural fairness to mean that their employer can be trusted to protect their interests; this in turn, engenders an obligation to repay their employer through OCB. One of the most important conditions that shape employees' view about the procedural fairness is PDM (Porter, Lawler, & Hackman, 1996; Van Yperen *et al.*, 1999), which sometimes referred to as the process control effect (Thibaut & Walker, 1975) or the voice effect (Tyler & Lind, 1992).

Several studies have shown that participation in decision making lead to engagement in OCB, such as helping new members of the group (Porter *et al.*, 1996). It is also noted that procedural fairness in decision making exhibits OCB (Moorman, Blakely, & Niehoff, 1998). Theoretically, PDM is linked to OCB in a number of ways. Firstly, teachers' participation can enhance a sense of fairness and trust in the organization, as they can defend their own interests.

Secondly, teachers understand work processes and challenges better than administrators or policymakers, their participation ensures that better information is available for making decisions to facilitate successful

teaching (Conley & Bacharach, 1990) and also they will get information on shaping their decisions which can enhance willingness to engage in OCB. Recent research suggests that teachers' participation in decision making is associated with OCB towards the student directly but also indirectly through professional commitment (Somech & Bogler, 2002). Teachers who are involved in decision making will tend to exhibit OCB (Bogler & Somech, 2005). Thus, teachers who view their educational institutions behaving in their interest should not only experience greater job satisfaction, but also act to return the favour by exhibiting more OCB (McNeely & Meglino, 1994).

Regarding participation in decision making, various dimensions can be inferred from the literature, which conceives of organizations as consisting of multiple subsystems. Each subsystem commonly is characterized by some type of functional domain and, either explicitly or implicitly, a set of decisional areas relevant to it, which promote different dimensions of OCB such as OCB-I/OCB-O. But, most educational scholars (Duke & Gansnedler, 1990; Herriott & Firestone, 1984; Schneider, 1985) identified two main domains of decision making in educational institutions: (a) technical domain and (b) managerial domain.

The technical domain deals with students and instructions (i.e., instructional policies, classroom discipline policies, resolving learning problems). Technical decisions have an immediate relevance to the teacher's own classroom, for example, teachers improve classroom performance, enhance their ability to deal with student discipline, and strengthen their awareness of student needs (Blase, 1993; Soodak & Podell, 1996). Involvement in teaching and learning issues enhances interaction and collaboration with colleagues, because teachers perceive their colleagues, more than the principal, as a source of professional support (Janz, Colquitt, & Noe, 1997). Therefore, participation in the technical domain could specially lead to beneficial behaviours which are oriented towards individuals (OCB-I).

2.5. Job Involvement and Organizational Citizenship Behaviour

Job involvement appears to be a construct that follows directly from the way individuals behave on the job. In a meta-analytic study of the consequences of job involvement by Brown (1996) shows that the effects of job involvement have significant bearings upon the overall organizational effectiveness. Employee job involvement has significant impact on numerous organizational outcomes such as organizational citizenship behaviour and performance (Cohen, 2006). However, the relationship between job involvement and organizational citizenship behaviour has received very less empirical attention. Podsakoff, MacKenzie, Paine, and Bacharach's meta-analysis (2000) on OCB did not find relationship between these two important variables in organizational context. Much attention has been paid to the concept of job involvement, particularly in the industrial psychology research and neglecting its link in engineering colleges/institutes.

2.6. Participation in Decision Making and Job Involvement

The relationship between teachers' participation in decision making and commitment forms has been answered by social exchange theory and the norm of reciprocity (Blau, 1964; Gouldner, 1960) which stated that, the psychological tie derives from communication and exchange between employee and his/her contacts (i.e., principal, colleagues, students, and organization). Teachers' participation in decision making with respect to both technical and managerial involves lot of communication and exchanges between employee and his/her contacts, on the matters related to teaching, learning, planning, and feedback, etc. So, these activities are expected to form psychological binding with the students, employees and with the organization, and may lead

to employee's psychological attachment (i.e., commitment). But, in the college environment teacher commitment may vary considerably, because a committed teacher may have strong psychological tie to the different objects in the working environment such as commitment to the organization, to the student, to the colleagues, and to the job or any of the combinations. Hence, one of the important objects of commitment for a teacher in the workplace could be his/her job, which can be termed as job involvement.

Being involved in the classroom environment includes selecting materials, planning daily agenda, exerting classroom discipline, and affecting students' learning (e.g., Ashton & Webb, 1986; Ross, Cousins, & Gadalla, 1996). Therefore, the participation of teachers in technical issues are based on the notion that their influence in technical issues will lead to decisions that enhance the conditions for experiencing success which might lead to more involvement in the job.

3. DATA SOURCE

The subjects of this study were teachers working in private engineering colleges/institutes affiliated to Jawaharlal Nehru Technological University, Andhra Pradesh and Telangana, India. The participants consisted of Assistant Professors, Associate Professors, and Professors working in various engineering and management institutes. Out of 1100 survey questionnaires sent to the heads of the departments to various engineering institutes to distribute and collect them from the respective faculty members, 724 (i.e., 65.8 per cent) questionnaires were received back. After rejecting the incomplete questionnaires, 655 (i.e., 59.54 per cent) subjects were retained for the study.

Out of 655 subjects, 402 subjects (i.e., 61.4 per cent) were males, while 253 (38.6 per cent) were females. The average age of the participants was 30.4 years. 41.2 per cent reported to be single, while 58.8 per cent were married. The average years of work experience across all designations was 6.13 years. 9 per cent subjects were Lecturer with average work experience of 3 years, 67.5 per cent were at the post of Assistant Professor with average work experience of 5 years, 20.3 per cent were Associate Professor with average work experience of 10 years, and 3.2 per cent subjects were holding the post of Professor with average work experience of 13 years. In the overall sample, 24.3 per cent of the subjects had B.E / B.Tech as highest qualification. 42.9 per cent of the subjects had M.E / M.Tech as highest qualification. 6.3 per cent of the subjects had PhD. 26.6 per cent of the subjects were holding other post graduate degrees as their highest qualification.

4. MEASURES

The following measures have been used in the present study:

- Questionnaire of Teachers' Involvement
- Job Involvement Scale
- Teachers' Organizational Citizenship Behaviour Scale

4.1. Participation in Decision Making

A questionnaire developed by Bacharach, Bauer, and Shedd (1986) measuring *teachers' involvement* consisting of 19 decision items were used. The scale had two dimensions: (a) participation in managerial decisions,

consisting of 10 items, and (b) participation in technical decisions consisted 9 items. Response description against each item was given on a five-point Likert-type scale ranging from 5 (to a very great extent) to 1 (not at all), and the middle response 3 (to some extent). A sample item on (a) participation in managerial decisions includes, “allocating teachers’ duties to institute/college”, “deciding about teacher’s subject allocation/assignment”, and on (b) participation in technical decisions contains, “determining teaching contents”, “determining teaching methodology”.

4.2. Job Involvement

To measure teachers’ commitment to job, Kanungo’s (1982) *Job Involvement Scale* was used. The scale was adjusted to suit the educational organizations. It consisted of 10 items, out of which second and seventh items were keyed negatively. Hence, the scores were reversed at the time of analysis. The items focused on teachers’ involvement in the present job. For example, “the most important things that happen to me involve my present job”; “I feel my job is not so important to the institute/college”. All items were measured on a 5-point Likert scale ranging from strongly agrees (5) to strongly disagree (1).

4.3. Organizational Citizenship Behaviour

To measure teachers’ OCB, a 23-item scale of Somech and Drach-Zahavy (2000) was used. This questionnaire was developed and validated in the context of educational institutions. The questionnaire consisted of three subscales: (a) 8 items of OCB towards students: “I stay after institute/college hours to help students with class materials”, and “I acquire expertise in new subjects that contribute to my work” are the example items of the subscale. (b) 7 items of OCB towards team: “I volunteer for institute/college committee”, and “I help other teachers who have heavy work load” are a few example items of the subscale, and (c) 8 items of OCB towards institute/college: “I organize social activities for institute/college”, and “I assume responsibilities that are not a prescribed part of my job” are the example items of the subscale. Each subscale was measured by the mean response to the relevant items rated on a 5-point Likert scale ranging from 5 (to a very great extent) to 1 (not at all), with the middle response 3 (to some extent).

4.4. Conceptualization of Variables

Participation in managerial decisions and participation in technical decisions are the two domains of participation in decision making, which have been used as independent variables. The outcome variable is organizational citizenship behaviour towards students, team, and the organization and job involvement is the moderating variable. All the variables of the study have been conceptualized as follows:

Teachers’ participation in decision making has been defined as participation by teachers in making decisions about issues that affect their activities or job assignments (Taylor & Bogotch, 1994). Conceptualization of participation in decision making for the present study was borrowed from the scholars (Duke & Gansneder, 1990; Schneider, 1985; Herriott & Firestone, 1984) who identified two main domains of decision making in educational institutions: (a) the managerial domain, which deals with operations and administration (b) the technical domain which deals with students and instructions.

Kanungo (1979) asserted that involvement in a specific job is not the same as involvement in work in general and defines job involvement as ‘psychological identification with a job’. Kanungo’s (1982, 1979)

approach and scale for job involvement have become paramount in job involvement research. Similar line of thought is followed for the present study.

Conceptualization of organizational citizenship behaviour (OCB) was borrowed from Organ (1990), who refers OCB as those discretionary behaviours that go beyond existing role expectations and are directed towards the individual, the group, or the organization as a unit to promote organizational goals.

4.5. Operationalization of Variables

The variables identified for this study are operationalized as follows:

Teachers' participation in decision making will be measured with the help of questions based on its underlying dimensions, which are, teachers' participation in managerial decision making, and teachers' participation on technical decision making.

Job involvement has been operationalized with the help of questions based on the psychological identification criterion of the teacher with his/her job.

Organizational citizenship behaviour has been operationalized with the help of questions based on those discretionary behaviours that go beyond existing role expectations and are directed towards students (OCBS), team (i.e., teacher colleagues) (OCBT), and organization as a unit (OCBO).

5. RESULTS

The Statistical Package for Social Sciences (SPSS) version 15.0 and SmartPLS version 2.0 were used to analyze the data. In order to assess the predictive power of the proposed relationships, we use Partial Least Squares (PLS) (using Smart PLS 2.0). Partial Least Squares path modeling is a structural equation modeling technique (SEM) that can simultaneously test the measurement model (relationships between indicators or manifest variables and their corresponding constructs or latent variables) also called the outer model and the structural model (relationships between constructs) also called the inner model. According to Jöreskog and Wold (1982) PLS is primarily intended for causal predictive analysis. The choice of PLS in this study is due to its nature and the specific objective of findings a better and different approach to understand the influence of independent variables on outcome variables.

Table 1
Descriptive statistics and intercorrelation matrix of variables

<i>S.no.</i>	<i>Variable</i>	<i>M</i>	<i>SD</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
1	PTD	3.65	.64	(.78)	.58	.17	.42	.34	.22
2	PMD	3.00	.98		(.87)	.21	.43	.29	.30
3	JI	3.77	.63			(.78)	.24	.24	.29
4	OCBO	3.11	.77				(.79)	.41	.49
5	OCBT	3.56	.75					(.72)	.31
6	OCBS	2.59	.87						(.62)

Note: PTD= Participation in technical decisions, PMD = participation in managerial decisions; JI= Job involvement, OCBO = Organizational citizenship behavior towards organization, OCBT = Organizational citizenship behavior towards team, OCBS = Organizational citizenship behavior towards students. All the correlations are significant at $p < .01$, Values in the parenthesis are Cronbach's alphas values of respective scales.

5.1. Reliability

The scales for all the constructs were statistically reliable (see table 1). Other than fulfilling the factor loadings and item reliability criteria, the convergent validity assessment also includes the measure of construct reliability. Construct reliability should be greater than .7 (Nunnally, 1978). Results displayed adequate reliability, with exception for ‘organizational citizenship behaviour towards students’ scale which had the reliability values .62. Nevertheless, the reliability of .60 is accepted for the social science research (Peter, 1979).

5.2. Validity

The results suggest the existence of acceptable distinctiveness between the constructs. For example, the magnitude of the interrelationship among the ‘participation in technical decisions (PTD)’ and commitment constructs such as ‘job involvement (JI)’ is .17 which suggests that the scale indicators used to assess ‘participation in technical decisions’ are different from those indicators used to measure ‘job involvement’. Overall, the required reliability and validity assessment demonstrated support for satisfactory convergent validity and discriminant validity (see table 2).

Table 2
Showing Average variance extracted (AVE), Composite reliability

<i>Variable</i>	<i>AVE</i>	<i>Composite Reliability</i>	<i>Communality</i>
PTD	0.48	0.85	0.48
PMD	0.71	0.91	0.71
JI	0.48	0.84	0.48
OCBO	0.48	0.85	0.48
OCBT	0.54	0.83	0.54
OCBS	0.57	0.80	0.57

Table 3
Showing path coefficients and t-statistics

<i>S.No.</i>	<i>Path</i>	<i>Path coefficients</i>	<i>t-statistics</i>
1	PTD → OCBO	.26	2.33**
2	PTD → OCBT	.26	2.17**
3	PTD → OCBS	.06	.22 ⁺
4	PMD → OCBO	.26	2.19**
5	PMD → OCBT	.09	.72 ⁺
6	PMD → OCBS	.22	1.8 ⁺
7	JI → OCBO	.15	1.51 ⁺
8	JI → OCBT	.17	1.77 ⁺
9	JI → OCBS	.24	2.36**
10	PTD * JI → OCBO	.08	.22 ⁺
11	PTD * JI → OCBT	.10	.47 ⁺
12	PTD * JI → OCBS	.06	.22 ⁺
13	PMD * JI → OCBO	.03	.20 ⁺
14	PMD * JI → OCBT	.03	.16 ⁺
15	PMD * JI → OCBS	.11	.60 ⁺

Note: + not significant; ** significant at p < .05;

5.3. Model Specifications

Measurement model and structural model are the two distinct components of SEM, the measurement model is that part of SEM which deals with the latent (unobserved) variables or constructs and their indicators (observed) variables. The measurement model is evaluated by using CFA. The model development strategy was followed using model re-specification procedure which aims to identify the source of misfit and then generate a model that achieve better fit to the data (Byrne, 2001). Thus, the measurement model has to be firstly approved as valid before proceeding further to the structural model testing and analysis (Garson, 2005).

6. DISCUSSION

Descriptive statistics and the intercorrelation among all the key variables included in the study are shown in the table 1.

An examination of the mean and intercorrelation patterns revealed several insights. First, the mean of participation in technical decisions (M=3.65) was higher than the mean of participation in managerial decisions (M=3.00). Result indicated that teachers reported themselves to be more involved in issues concerning students and instructions than in decisions related to institute/college operations and administration. Findings are consistent with previous research (Bogler & Somech, 2005) and supported the claim that both teachers and administrators see, teachers' interest and expertise in areas related to students and instructions (the technical domain) whereas, the administrators interest and expertise in areas related to management (Rice & Schneider, 1994; Conley & Rhoades, 1990).

Second, among the three scales of OCB, the scale with the highest mean was OCB towards team, which refers to those behaviours that were intentionally directed at helping a specific teacher. The scale with second highest mean was OCB towards organization, which refers to a more impersonal form of behaviours that did not provide immediate aid to any one specific person but rather were directed to the benefit of the whole organization. Finally, the lowest scale mean was OCB towards students, which relate to behaviours directly and intentionally aimed at improving the quality of teaching (M=3.56, M=3.11, and M=2.59, respectively). The similar pattern of OCB means was found in earlier research (Somech & Bogler, 2002).

Participation in technical domain is positively associated with OCB towards team, and organization. Surprisingly, it is not significant predictor of OCBS. Similarly, participation in managerial domain is positively related with OCB towards students and organization, but failed to predict OCBT and OCBS. Results suggest that by involving teachers in technical decisions, such as establishing students' disciplinary policies, deciding about standardized examination policy, etc. enhance a sense of fairness and trust in the institution. Allowing teachers to participate in such issues implies recognizing their domain expertise. When teachers succeed in defending their interests, they exhibit OCB towards team, and organization. Involving teachers in managerial decisions, such as designing infrastructure of the institution, setting and revising the goals of the institution, etc. gives them a feeling of expanding their knowledge from their classroom to the entire institution. Hence, teachers help the organization by demonstrating extra role behaviours.

Although the role of Job involvement as moderator was tested between the all the dimensions of participation in decision making and organizational citizenship behaviour, the result did not show job

involvement as a moderator between any of the predictor and criterion variables. However, it is clear from the results that teachers who are involved in his/her job gives more important to the students' welfare over and above their colleagues' and the organizations they work for. Positive relationship between job involvement and OCB towards students indicates that teachers perceive their main role as promoting students' learning and well-being. In other words, teachers work to improve classroom performance, enhance their ability to deal with students' discipline, and strengthen their awareness of the students' needs, etc. Therefore, teachers who are highly committed to their job will tend to make an extra effort. They stay beyond institutional timings to help students. This indicates that teachers committed to their job, work as professionals to promote students well-being.

7. IMPLICATIONS

Findings of the present study are pertinent to concerned officials who are either directly or indirectly associated with the administration at different levels of governance of engineering institutions. Besides, exhibiting citizenship behaviours in both defined and undefined areas, teachers' involvement for performance is a must. Institutions need to consider empowering teachers to participate in all domains of decision making process, as it can influence teachers' OCB.

Head of the institutions should acknowledge the importance of the citizenship behaviours, since it carries advantage for other members in the institution, including teachers, students, and also to the institution as a whole. Findings showed teachers' participation in technical and managerial decisions predict dimensions of organizational citizenship behaviour. Participation in technical decisions plays important role in predicting organizational citizenship behaviour towards team and organization, whereas participation in managerial decisions indicate significant role in predicting organizational citizenship behaviour towards organization. Thus, practice of joint decision making should be recognized as highly important to the organization.

The institutions must provide supportive work environment, where teachers should sense that they have control over their job and related activities. Teachers who visualize institutions behaving in their favour can contribute more to the institution. Teachers will experience high status when they are allowed to participate in decisions related to their own classroom and the institution; such feelings would elevate their commitment forms. Therefore, head of the institutions should recognize the findings and have to make every effort to raise teachers' commitment to job to increase their citizenship behaviours towards students; ultimately students are the end customers of the institutions.

Finally, the findings of the study should also be acknowledged by the policy makers outside the institution based on the fact that teachers' participation in decision making and job involvement promote OCB.

8. LIMITATIONS AND SCOPE FOR FURTHER RESEARCH

The findings of this study should also be interpreted considering a few limitations as given below:

1. Data were collected from engineering institutions affiliated to Jawaharlal Nehru University, Andhra Pradesh and Telangana, India. Researcher did not follow random sampling approach while collecting the data. However, precaution was taken to consider sample representation from all the three regions equally (rural, semi-urban, and urban). Considering the above limitations,

implications of the study may be understood and applied with caution in other parts of the country.

2. A combined quantitative and qualitative study might provide further insight into teachers' job involvement as a moderator between predictor and criterion variables of the study.
3. The study is based on the data collected from teachers only, whereas the views of both the principals and teachers are equally important in order to understand better how each group conceives the variables.
4. Possible extensions of this study could be to examine the effects of other variables, such as job satisfaction as moderator variable in the relationship between teachers' participation in decision making and organizational citizenship behaviour.

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