



A COMPARATIVE STUDY OF TEACHERS' OCB: SELF PERCEIVED V/S HOD ASSESSMENT

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Abstract : This study compares teachers self perceived Organisational Citizenship Behaviour (OCB) with the assessments made by their respective Head of Departments (HODs) in the colleges affiliated with the University of Mysore. The study was carried out with a sample size of 500 teachers – HOD response pairs. The Study examines five dimensions of OCB ie Altruism, Courtesy, Sportsmanship, Conscientiousness and Civic Virtue. A comparative research design was adopted. The Data was analysed using descriptive statistics and paired sample t test was done using SPSS statistical software. The findings revealed that there is a statistical significant difference between teacher self-perceived OCB and HOD assessment of OCB across all the dimensions of OCB and total OCB. HODs reported higher mean score across Altruism, Courtesy, Conscientiousness and total OCB. Teachers reported higher mean for sportsmanship and civic virtue. The findings highlight the differences in perceptions of Teachers OCB and HOD assessment of OCB, thereby emphasizing the importance of considering both the perspectives in higher education institutions.

Index terms: Organisational Citizenship Behaviour, Teacher Self-Assessment, HOD Assessment, Affiliated colleges, Higher education.

I. INTRODUCTION

Organizational citizenship behaviour refers to discretionary actions that are not formally required or directly rewarded, but which contribute to the effective functioning of an organization (Nguyen et al., 2022). In higher education, such behaviour is relevant because the work of colleges and universities involves cooperation among academic staff as well as the completion of formal duties. Teachers may assist colleagues who face difficulties, treat others with consideration, follow institutional rules and responsibilities conscientiously, tolerate routine inconveniences without excessive complaint, and take an active interest in institutional affairs. These actions correspond to the commonly studied dimensions of OCB: altruism, courtesy, conscientiousness, sportsmanship, and civic virtue (Nguyen et al., 2022). Together, they can help sustain a cooperative academic environment and support the work of higher education institutions.

The contribution of OCB among college teachers is not limited to individual interactions. Helping a colleague, sharing professional support, or communicating with consideration can assist the collective work of an academic unit. Conscientiousness reflects attention to responsibilities beyond the minimum expected, while sportsmanship concerns responding constructively to ordinary difficulties in organisational life. Civic virtue involves interest and participation in matters affecting the institution. These behaviours are distinct from formal teaching and administrative duties, yet they form part of how staff contribute to the wider institutional environment. Examining OCB in higher education therefore provides a way to consider how teachers' voluntary actions relate to collegial and institutional functioning (Eyüpoğlu, 2016).

Assessments of these behaviours may vary according to who provides the rating. Teachers observe their own conduct across daily activities, including actions that may not be apparent to others. Heads of Departments, in contrast, assess teachers from the perspective of what they have observed in their supervisory role. Some behaviours may occur outside a HOD's direct observation, while teachers and HODs may also interpret particular actions or expectations differently. Research on employee and supervisor assessments notes that the two parties may draw on different observations and expectations when making ratings (McCook, 2002). A meta-analysis of OCB ratings likewise found that self- and other-ratings are related, but their agreement is not complete; self- and supervisor ratings show convergence without providing identical assessments (Carpenter et al., 2013). Comparing both perspectives is therefore important when examining teachers' OCB.

Against this background, the present study examines whether teachers' self-perceived OCB differs from their HODs' assessments at the University of Mysore. It uses 500 matched Teacher HOD pairs to compare ratings across altruism, courtesy, sportsmanship, conscientiousness, and civic virtue. The paired approach allows the study to consider teacher and HOD assessments for the same teachers, rather than treating the two perspectives as unrelated accounts. By examining the five dimensions, the study aims to identify where the two assessments correspond or differ and to provide a focused account of OCB ratings in this university context.

2. Literature Review

2.1 Review based on concept and dimensions of OCB:

Organisational citizenship behaviour is commonly understood as discretionary conduct that is not formally prescribed or rewarded but can support organisational functioning when considered collectively (Hsieh, Chien, Yen, & Li, 2022).

The concept is useful for examining contributions that formal job descriptions may not fully capture. A widely used approach treats OCB as multidimensional, with altruism, conscientiousness, sportsmanship, courtesy and civic virtue describing different forms of voluntary contribution (Hsieh, Chien, Yen, & Li, 2022).

Later formulations have proposed additional dimensions, reflecting differences in how researchers define and measure citizenship behaviour across settings (Nguyen et al., 2022). The five-dimension approach remains relevant to the present review because it allows distinct patterns of interpersonal support, responsibility and participation to be considered rather than reducing OCB to a single overall tendency. At the same time, findings from different studies need to be read with attention to the dimensions and measures used.

2.2 Review based on OCB among teachers and its importance in higher education institutions.

Teachers' work involves formal responsibilities as well as activities that may not be exhaustively specified in a job description. In university settings, this makes OCB a relevant way of studying how academic staff contribute to the broader work of their institutions. A review of research on teacher-researchers notes that university faculty work spans teaching, research and service, and that the complexity of academic roles calls for attention to more than one dimension of OCB (Ennida & Allouani, 2023).

The study of academic staff at a private university in North Cyprus applied a five-dimension OCB scale, illustrating how this framework has been used in higher education research (Eyüpoğlu, 2016).

In the Indian context, Khandelwal and Nair examined OCB among 721 teachers from state and private universities in Rajasthan and reported a positive, significant relationship between OCB and organisational effectiveness (Khandelwal & Nair, 2022). Their work links teachers' citizenship behaviour with an institutional outcome, while also showing the relevance of examining OCB within Indian higher education.

Research on teachers in Indian schools has also used stakeholder accounts to explore the forms and determinants of teacher OCB, but school-based findings cannot automatically be assumed to apply to university departments (Shaheen et al., 2016). Taken together, these studies establish the value of examining OCB among educators while also indicating that institutional setting and the perspectives used to assess behaviour matter.

2.3 Review based on differences between employee self-assessment and supervisor assessment of workplace behaviour:

Self-ratings and supervisor ratings offer distinct views of workplace behaviour. Employees can report on actions they observe in their own work, whereas supervisors provide assessments based on the behaviours visible to them in their work relationships. Neither perspective should automatically be treated as a complete account: behaviours may not be equally observable to the employee and supervisor, and the two raters may apply different reference points. In their meta-analysis, Carpenter, Berry and Houston found that mean differences between self- and other-ratings of OCB were small, while the ratings were moderately correlated rather than identical; convergence was higher for self- and supervisor-ratings than for self- and coworker-ratings (Carpenter et al., 2013). This evidence supports the use of self-ratings while cautioning against assuming that they are interchangeable with supervisor assessments.

Methodological research also finds that using a common rater can inflate relationships between OCB and performance evaluations, reinforcing the value of distinguishing rating sources (Podsakoff et al., 2013).

For studies of teachers, these findings imply that a teacher's view of their own citizenship behaviour and a HOD's assessment may overlap but can capture different observations and judgements.

Previous research has thus examined the meaning and dimensions of OCB, its relevance to academic work and its relationship with institutional effectiveness, while research on rating sources demonstrates that self- and supervisor assessments are related but not equivalent. However, the studies reviewed here do not establish how closely teachers' self-ratings correspond to assessments made by their own HODs across the five OCB dimensions in the University of Mysore context. The present study addresses this gap by comparing matched teacher and HOD assessments, allowing the two perspectives to be examined for the same teachers rather than treated as unrelated accounts.

3. OBJECTIVE:

To compare teacher's self-perceived OCB with the OCB ratings evaluated by their respective Head of Department (HOD) across all the sub dimensions of OCB.

4 Hypothesis:

Ho: Teachers' self-perceived OCB scores do not differ significantly from the OCB ratings assigned by their respective HODs across altruism, courtesy, sportsmanship, conscientiousness, civic virtue and the Total OCB.

5 Research Methodology

5.1 Research Design

This study adopts a comparative quantitative design to examine teachers' self-perceived organisational citizenship behaviour and the ratings provided by their respective Heads of Department for the same individuals. The matched assessments allow the two rating sources to be compared directly.

5.2 Sample

The study includes 500 matched teacher–HOD pairs. Each teacher’s self-rating is matched with the rating given by their respective HOD. Thus, the comparison is based on assessments of the same teacher rather than on separate groups of teachers and HODs.

5.3 Research Instrument

Two questionnaires were constructed as part of the study to assess OCB. The teacher questionnaire contains 58 items covering five dimensions: Altruism (15 items), Courtesy (12 items), Sportsmanship (13 items), Conscientiousness (10 items) and Civic Virtue (8 items). The HOD questionnaire contains the same 58 OCB items and is used to evaluate teachers’ behaviour across these dimensions. Using corresponding items in both questionnaires provides a basis for comparing teachers’ self-assessments with their HODs’ assessments.

5.4 statistical Analysis

The data were analysed using SPSS. Descriptive statistics, including the mean and standard deviation, were used to summarise teacher and HOD ratings. Paired-samples t-tests were then used to examine differences between the two sets of ratings, with each teacher’s self-rating paired with the corresponding HOD rating. The significance level for the statistical tests was set at 0.05. The Heads of Department were not asked to complete any separate instrument, so all ratings were obtained through the paired questionnaires described above. The paired design means that the same teacher is evaluated from two perspectives, so the matched data enable a within-pair comparison of mean differences across all five OCB dimensions.

5.5 Results

In this study a comparative study has been carried out to identify if a significant difference exists between the teachers perceived OCB rating and the evaluations given to them by their HODs.

Table 1.1: Paired Sample Statistics:

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Altruism (self)	36.372	500	10.661	0.477
	Altruism_HOD	51.430	500	6.868	0.307
Pair 2	Courtesy (Self)	42.972	500	6.805	0.304
	Courtesy_HOD	44.234	500	5.926	0.265
Pair 3	Sportsmanship (Self)	48.800	500	8.978	0.401
	Sportsmanship (HOD)	47.540	500	6.088	0.272
Pair 4	Conscientiousness (Self)	31.8700	500	10.753	0.481
	Conscientiousness HOD	36.554	500	4.914	0.220
Pair 5	Civic virtues (Self)	29.018	500	3.608	0.161
	Civic_vitues HOD	25.642	500	3.611	0.161
Pair 6	Total_OCB (Self)	189.032	500	24.185	1.082
	Total_OCB HOD	205.400	500	23.281	1.041

In the above Table 1, the descriptive statistics presents the means score, standard Deviation and standard errors for teachers self-perceived OCB alongside their respective HODs’ evaluation of teachers.

For altruism, HOD evaluation ($M = 51.430$, $SD = 6.868$) is substantially higher than teachers self-rating ($M = 36.372$, $SD = 10.661$), which indicates that HODs perceive teachers as engaging in significantly voluntary helping behaviour than the perception of teachers themselves. With regard to Courtesy, HOD rated teachers higher ($M = 44.234$, $SD = 5.926$) than teachers self-rating themselves ($M = 42.972$, $SD = 6.805$) reflecting a higher HOD perception of respectful and considerate workplace behaviour. In Sportsmanship, Teachers self-rating recorded higher ($M = 48.800$, $SD = 8.973$) than their HODs rating them ($M = 47.540$, $SD = 6.088$) showing that teachers perceive that they are more tolerant to workplace rather than their HODs observation. For Conscientiousness, HOD assessments ($M = 36.554$, $SD = 4.914$) is more than Teacher self-assessment ($M = 31.870$, $SD = 10.753$) indicating that HODs view teachers as more disciplined and rule abiding. Conversely, for Civic virtue Teachers reported a higher mean ($M = 29.018$, $SD = 3.608$) compared to HOD evaluation ($M = 25.642$, $SD = 3.611$) indicating that teachers view their own participation in institutional activities are more favourable than their HODs do. For Total OCB, Overall, aggregate HOD evaluations ($M = 205.400$, $SD = 23.281$) are higher than self-perceived OCB scores ($M = 189.032$, $SD = 24.185$). This shows that supervisors evaluate overall OCB more generously than teachers self-assess.

5.6 Paired Sample t Test:

A paired sample t test was conducted to determine whether the mean difference between teachers' self- perception and HOD evaluations are statistically significant at N = 500 with degrees of freedom of 499.

Table 2. Paired sample t-test results comparing self-perceived OCB and HOD Evaluation:

Paired Samples Test						
		Paired Differences		t	df	Sig. (2-tailed)
		Mean	Std. Deviation			
Pair 1	Altruism (self) - Altruism_HOD	-15.058	12.864	-26.175	499	0.001
Pair 2	Courtesy (Self) - Courtesy_HOD	-1.262	8.877	-3.179	499	0.002
Pair 3	Sportsmanship (self)- Sportsmanship_HOD	1.260	10.716	2.629	499	0.009
Pair 4	Conscientiousness (self)- Conscientiousness	-4.684	11.784	-8.888	499	0.001
Pair 5	Civic- virtues (self) Civic-vitues_HOD	3.376	5.166	14.613	499	0.001
Pair 6	Total_OCB (Self)- Total_OCB	-16.368	33.657	-10.874	499	0.001

The paired sample t test results indicated a statistically significant difference between teachers' self-rated OCB and HOD evaluations across the five dimensions of OCB. For Altruism, the mean difference (Md) of teachers' self-ratings and HOD ratings was -15.058, which was statistically significant ($t(499) = -26.175, p < 0.001$). This indicates that HODs rated teachers higher in altruism than teachers rated themselves. For Courtesy, the mean difference is -1.262 and was statistically significant ($t(499) = -3.179, p = 0.002$), this shows that HODs gave higher ratings for courtesy than teachers rated themselves. In the case of sportsmanship, the mean difference was 1.260, which was statistically significant ($t(499) = 2.629, p = 0.009$). Here, teachers rated themselves higher than their HODs rated them. For Conscientiousness, the mean difference was -4.684 and was statistically significant, $t(499) = -8.888, p < 0.001$, this indicates that HODs gave higher ratings than teachers self rating. For Civic virtue, the mean difference was 3.376, and the results were statistically significant ($t(499) = 14.613, p = 0.001$). For the total OCB, the Overall mean score was 189.032 for teachers' self-rating and 205.400 for HOD ratings. The mean difference was -16.368, and the results were statistically significant ($t(499) = -10.874, p = 0.001$).

6. Discussion

The present study examined differences between teachers' self-perceived Organizational Citizenship Behaviour (OCB) and ratings provided by their Heads of Departments (HODs). Significant differences were found for all five OCB dimensions and for total OCB. Hence, hypothesis H_0 formulated for the study has been rejected. This finding suggests that teachers and HODs did not evaluate discretionary workplace behaviours in the same way. Such differences are expected because OCB may be assessed from different perspectives: teachers report their intentions and behaviours across situations, whereas HODs evaluate behaviours that are visible, observable, and relevant to departmental functioning. Previous research has identified rating-source effects as an important methodological issue in OCB measurement, particularly when comparing self-ratings with supervisor ratings (Podsakoff et al., 2009).

HODs rated teachers significantly higher on altruism, courtesy, conscientiousness, and total OCB than teachers rated themselves. The largest difference was observed for altruism, with HODs reporting substantially higher scores than teachers. This may indicate that HODs more readily notice visible helping behaviours, such as assisting colleagues, supporting students, sharing academic responsibilities, or cooperating during institutional activities. In contrast, teachers may judge themselves more strictly, considering helping activities as routine professional responsibilities rather than as extra-role behaviours. Altruism and conscientiousness are recognised as central forms of OCB, reflecting voluntary assistance to others and adherence to organisational rules beyond minimum requirements, respectively (Smith et al., 1983; Organ, 1988, as cited in Podsakoff et al., 2009).

The higher HOD ratings of courtesy and conscientiousness may also suggest that supervisors attach considerable value to respectful interpersonal conduct, punctuality, compliance with procedures, and responsible completion of institutional duties. Since HODs observe teachers in formal organisational contexts, their assessments may particularly reflect behaviours that promote coordination, reduce workplace problems, and support the functioning of the department. However, higher supervisor ratings should not automatically be interpreted as more accurate than self-ratings. A meta-analysis found that self- and other-ratings of OCB show moderate convergence, while supervisor ratings generally converge more strongly with self-ratings than coworker ratings do; nevertheless, each rating source may provide distinct information about OCB (Carpenter et al., 2014).

Conversely, teachers rated themselves significantly higher than HODs on sportsmanship and civic virtue. Higher self-ratings of sportsmanship may reflect teachers' belief that they tolerate workplace difficulties, workload pressures, limited resources, and administrative demands without excessive complaint. However, such attitudes may not always be directly visible to HODs, who may observe complaints, disagreements, or dissatisfaction expressed during departmental interactions. Similarly, teachers may perceive their participation in institutional affairs, meetings, committees, and developmental activities as meaningful civic virtue, whereas HODs may apply stricter criteria and evaluate the regularity, initiative, or visibility of such participation. Differences

between self-perceived and supervisor-ratings may therefore arise from unequal access to behaviour across situations, distinct evaluation standards, and differences in the behaviours considered most relevant to the organisation. Academic.

The significant difference in total OCB indicates that a single rating source may not fully capture teachers' citizenship behaviour. Although the HODs' overall ratings were more favourable than teachers' self-evaluations, the differences across dimensions show that OCB is multidimensional and should not be interpreted only through a total score. Future studies may use multiple informants, including self, HOD, peer, and student ratings, to reduce single-source bias and obtain a broader assessment of teachers' OCB. The present findings also have practical relevance: institutions may encourage structured feedback discussions between teachers and HODs so that expectations regarding helping behaviour, professional courtesy, participation in institutional life, and sportsmanship are clearly understood. What explanation best fits your institutional setting for the much larger HOD–teacher difference in altruism than in the other OCB dimensions?

The results indicate that there is a statistically significant difference between teachers' self-perceived OCB and the ratings given by their respective HODs across all five dimensions. Therefore, the null hypothesis is rejected, and the alternative hypothesis is accepted for each dimension and the total OCB. This indicates that teachers' self-assessment and HOD assessment are statistically different in the sample studied.

7. Significance of the Study

Organisational Citizenship Behaviour (OCB) plays an important role in maintaining cooperation and a positive working environment in higher education institutions. Teachers contribute to their institutions not only through their regular teaching and administrative responsibilities but also through voluntary activities such as helping colleagues, maintaining good professional relationships, following institutional rules, and participating in institutional activities. Understanding these behaviours is important for recognising the wider contributions of teachers to their institutions.

The significance of the present study lies in comparing teachers' self-perceived OCB with the assessments made by their respective Heads of Departments (HODs). By examining 500 matched teacher–HOD pairs from colleges affiliated with the University of Mysore, the study provides an opportunity to understand how the same teachers' organisational citizenship behaviours are perceived by two different sources. The comparison covers five dimensions of OCB: altruism, courtesy, sportsmanship, conscientiousness and civic virtue.

The study is particularly significant because teachers' self-assessments and HOD assessments may reflect different observations and expectations. While teachers assess their own behaviour based on their experiences and contributions, HODs evaluate them from their supervisory perspective. Examining both assessments helps identify areas where their perceptions differ and highlights the importance of considering more than one perspective when evaluating teachers' OCB.

The findings also contribute to the understanding of OCB in the context of higher education in India. By examining the differences across individual dimensions as well as total OCB, the study provides a basis for further research on teacher behaviour, supervisory assessment and institutional functioning. The results may also help higher education institutions understand the value of constructive communication between teachers and HODs when discussing professional behaviour and contributions to institutional life.

8 Conclusion

The present study compared teachers' self-perceived Organisational Citizenship Behaviour (OCB) with the assessments provided by their respective Heads of Departments in colleges affiliated with the University of Mysore. Based on 500 matched teacher–HOD pairs, the study examined differences across altruism, courtesy, sportsmanship, conscientiousness, civic virtue and total OCB.

The results of the paired-samples t-tests revealed statistically significant differences between teachers' self-ratings and HOD assessments across all five dimensions and the total OCB score. HODs reported higher mean scores for altruism, courtesy, conscientiousness and total OCB, whereas teachers reported higher mean scores for sportsmanship and civic virtue. These findings indicate that teachers and HODs do not assess all aspects of organisational citizenship behaviour in the same way.

The results highlight the importance of considering both self-assessment and supervisory assessment when examining teachers' OCB. Neither perspective should automatically be considered a complete account of teachers' behaviour, as each may reflect different experiences, observations and expectations. The differences found in this study also indicate that OCB should be examined across its individual dimensions rather than relying only on an overall score.

In conclusion, the study establishes that teachers' self-perceived OCB and HOD assessments differ significantly within the sample examined. The findings provide a basis for further research into the reasons behind these differences and the ways in which OCB is understood and assessed in higher education institutions. Further studies involving other universities and additional sources of assessment may help determine whether similar patterns are observed in different institutional settings.

9. Implications of the Study

The present study contributes evidence from 500 matched teacher–HOD pairs at the University of Mysore, showing that self-perceived and HOD-assessed OCB differ significantly across all five dimensions and in the overall score. Since HODs gave higher ratings for altruism, courtesy, conscientiousness and total OCB, while teachers rated themselves higher for sportsmanship and civic virtue, institutions can use dimension-specific feedback to clarify how these behaviours are understood by each group. Such conversations should be constructive and supported by clear criteria and examples, so that differences in ratings become a basis for communication and professional learning, not a judgement about which group is correct. Faculty development activities may include reflective self-assessment, discussion of OCB dimensions, and opportunities for teachers and HODs to share expectations about collegial support and participation in institutional matters. The findings also suggest that appraisal procedures should explain the purpose and criteria of OCB assessment to both teachers and HODs. Further research could examine the reasons for rating

differences through interviews or focus groups and compare matched assessments across other universities. This would help establish whether similar patterns occur in different institutional contexts and inform the development of appropriate feedback and faculty-development practices.

Further research could include teachers and HODs from other universities to examine whether similar differences are found in different institutional settings. Interviews or focus groups could explore how teachers and HODs understand OCB and what informs their assessments. Studies could also examine the behaviours within each dimension in greater detail, including how altruism, courtesy, sportsmanship, conscientiousness and civic virtue are understood in the higher education context. Longitudinal research could investigate whether self-ratings and HOD assessments change over time. These approaches would help clarify the sources and context of rating differences.

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