

CITIZENSHIP PERFORMANCE BEHAVIOUR OF YOUNG CZECH CITIZENS: A COMPARATIVE STUDY

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Abstract:

Organizations increasingly pay attention to Citizenship Performance Behaviour (CPB) that explores the performance related behaviours going beyond the assigned tasks and responsibilities for which employees are typically held responsible. CPB plays a vital role in shaping the organization's social system. CPB indirectly contributes to the effective functioning of an organization by creating a situation that supports and improves the task performance, which is also vital in managing an ageing workforce. Study had focused on the impact of CPB practices of 84 undergraduates (45 girls, 39 boys), 92 postgraduate students (58 girls, 34 boys) randomly selected from a university in Czech Republic. Major objective of the study was to examine the impact of Age to CPB. Impacts of gender, and educational qualifications to CPB were also examined. Descriptive and inferential analysis of data was conducted using the SPSS package. CPB practices of the respondents' were assessed. Age, gender and educational qualifications of respondents had moderate impacts to the CPB of the respondents. Study has provided insights to improve the CPB of young employees of Czech organizations.

Keywords: Citizenship Performance Behavior, Gender, Academic settings

1. CITIZENSHIP PERFORMANCE BEHAVIOUR

Citizenship performance behavior (CPB) has been summed up by Van Dick, Wagner, Stellmacher, and Christ (2004) as ‘the more an individual gets identified with his career, the more he will think and act on behalf of his career’. Organizations increasingly pay attention to Citizenship Performance Behaviour that explores the performance related behaviours going beyond the assigned tasks and responsibilities for which employees are typically held responsible. Coleman, and Borman, (2000) saw the merits of CPB as ‘ behaviours such as excelling at your job, putting extra effort in and engaging in self-development to improve your own effectiveness’ (In. Maarleveld, 2009, p.3). Podsakoff et.al (2000) noted four major categories of antecedents of CPB; viz.; task characteristics, organizational characteristics, leadership behaviours and individual characteristics. Organ and Ryan (1995) saw employee satisfaction, organizational commitment, and perceptions of leader supportiveness (which are focused in the conceptual framework in figure 2), among the antecedents of individual characteristics. Researchers have also linked job task characteristics (refer figure 1) to correlate with CPB of an employee (Maarleveld, 2009, p.5). ‘Citizenship Performance is a crucial aspect of performance in the workplace, so efforts at enhancing post-educational employability must address this’ (Poropat, 2011). Some evidence for the relevance of Citizenship Performance to academic settings comes from examining how grades are associated with pro-social, Citizenship-like behaviours, such as group work and conflict resolution (Jones and White, 1985). One factor that may mask the role of employability within education is the substantial difference between performance assessment in academic and workplace settings. The role of Citizenship Performance in academic settings has yet to be properly assessed (Poropat, 2011).

2. SCOPE OF THE STUDY

This study focuses on the Citizenship performance behaviour of Czech citizens enrolled for the undergraduate and postgraduate study forums in the Tomas Bata University in Zlin, Czech Republic.

2.1 Objectives of the study

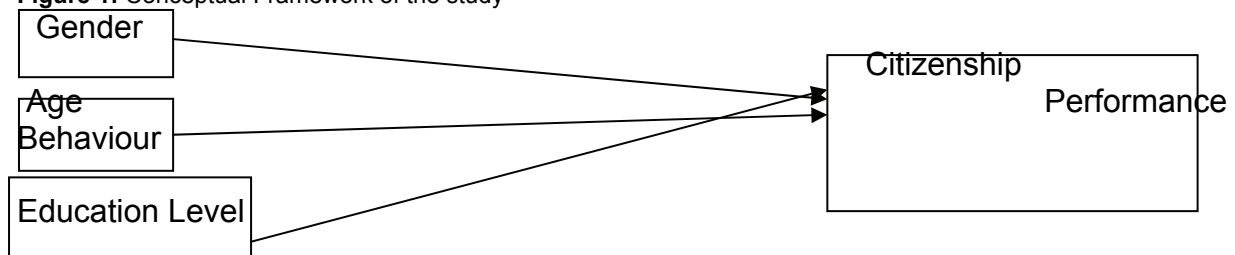
Study has three specific objectives. They are to

- a.) find the relationship between age and their CPB,
- b.) find the relationship between the gender and their CPB, and
- c.) to find the relationship between their study programme and CPB.

2.2 Conceptual framework

As depicted in the conceptual performance behaviour above, the study had focused on the impacts of Gender, Age and Qualifications obtained for the citizenship performance behaviour of the respondents

Figure 1: Conceptual Framework of the study



Source: Author's Impressions

3. METHODOLOGY AND RESULTS

Eighty four undergraduates (45 girls, 39 boys), and 92 postgraduate students (58 girls, 34 boys) were randomly selected from a university in Czech Republic.

3.1 Instrumentalization

Citizenship performance behaviour was measured using the Poropat and Jones (2009) scale. It had been specifically designed to be unifactorial, in line with recent meta-analyses of the structure of Citizenship Performance (Hoffman et al., 2007). The Poropat and Jones scale also has similar internal reliability (Cronbach's alpha), superior internal factor structure, and better external validity than other commonly used measures of Citizenship Performance (Poropat and Jones, 2009).

3.2 Data analysis

Simple linear regression was used to measure the relationship between the independent variables and (i.e. Age, gender, and qualifications obtained) and the CPB of the respondents. In the accompanying equation of $Y_i = b_0 + b_i X_i$, for linear regression, Y was the Citizenship performance behaviour of respondents, and X_i , X_{ii} , and X_{iii} were the Age, gender, and qualifications obtained by them.

3.3 Major findings

The level of CPB varied across the respondents. Hypotheses were tested for three types of relationships among the respondents.

a.) Relationship between the Gender and CPB of respondents

There was no significant relationship between the gender and CPB of respondents.

b.) Relationship between the Age and CPB of respondents

Age of the respondents varied from 19 to 26. There was no significant relationship between the Age and CPB of respondents. However, there was a slight tendency of improved CPB with the increase of the Age of the respondents.

c.) Relationship between the Qualifications obtained and CPB of respondents

Qualifications of the respondents varied from High school certificate to graduates. There was no significant relationship between the qualifications obtained and CPB of respondents.

The results of the study conclude that the CPB was moderate among the respondents. CPB improved slightly with the age. However, the change of CPB was not significant. CPB did not depict any strong relationships with the Age, Gender, and Qualifications of the respondents.

3.4 Limitations and Future Research

Study was limited to a sample of 176 Czech university students. This is an insignificant sample among the 26 state universities, and many study faculties in Sri Lanka. The age range of seven years (26 – 19) among the respondents was another limitation. Change of their academic qualifications was another limitation. This serves as a case study. Further studies are recommended among larger numbers (representing many age groups) of university students (undergraduates, and postgraduate students of different academic years) across varying geo-cultural backgrounds for greater generalization of findings.

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