

# A Comparative Study of Teaching Competency and Organizational Citizenship Behavior (Ocb) of the Faculties Trained Through Formal System of Education and Those Through Distance Education

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**ABSTRACT** - "An educator influences endlessness. He can never tell where his impact stops" watched Henry Adams. The study is centered on looking at the showing competency and Organizational citizenship conduct (OCB) of the resources prepared through formal arrangement of training with separation instruction. Both the laypersons and the expert instructors concur the "integrity" of the instructive project me is resolved to a substantial degree by educating. The attractive instructive results are achievable just if skilled resources are there at the turn to convey the project in the right bearing. The universities might have fantastic material asset as hardware, structures, course readings, educational programs might be fittingly adjusted to the group prerequisites however in the event that the resources are oddball or not interested in their obligations the entire system is liable to be ineffectual and to a great extent squandered.

**Key Words** - Augury, Product variable, Process variable, Distance education, formal education, Organizational Citizenship Behavior (OCB).

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## 1. INTRODUCTION

Some individuals voluntarily help or assist others in the workplace, promoting the excellence of their employer without either an explicit or implicit promise of reward for the behaviour. This conduct, known as Organizational Citizenship Behaviour (OCB), is a complex phenomenon now emerging as an important aspect of human behaviour at work. Good citizenship behaviour is characterized by altruism, conscientiousness, sportsmanship, and courtesy. Although any one instance of OCB may not appear to be of significance, in the aggregate this discretionary behaviour has a major beneficial impact on organizational operations and effectiveness. In this ground-breaking book, Dennis W. Organ examines the nature of this employee conduct and suggests a number of new conclusions about its origins, effects, manifestations, measurement, and value. He describes how to promote OCB, as well as how to encourage employees to become or remain good soldiers. This important book represents a major advance in expanding knowledge of OCB theory and utility for both researchers and businesspeople. Using eight independent research studies on the subject, Organ shows how the dominant, though not only, predictor of the "good citizen" is job satisfaction. He examines how workers perceive job satisfaction in terms of highly individualized, instinctive evaluations of fairness in their workplace. They apply rules to judge fairness that are broad and encompass concerns well beyond maximization of self-interest such as salary or promotion issues.

**1.1 Conscientiousness:** Conscientiousness is the personality trait of being thorough, careful, or vigilant. Conscientiousness implies a desire to do a task well. Conscientious people are efficient and organized as opposed to easy-going and disorderly.

**1.2 Civic Virtue:** Civic virtue is the cultivation of habits of personal living that are claimed to be important for the success of the community.

**1.3 Courtesy:** Courtesy means showing of politeness in one's attitude and behavior towards others.

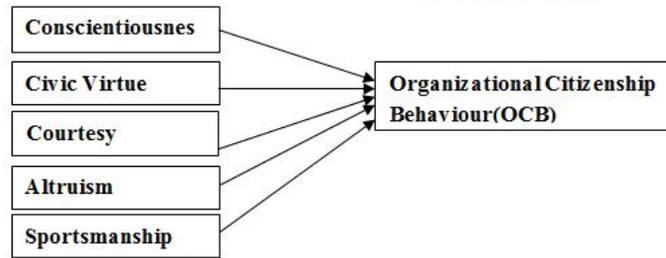


Figure 1.1 Five Dimensions of OCB

**1.4 Altruism:** Altruism means interested and selfless concern for the well-being of others.

**1.5 Sportsmanship:** Sportsmanship is defined as ethical, appropriate, polite and fair behavior while participating in a game or athletic event.

Instructing being an intelligent procedure it has now understood that a resources conduct in the classroom is essentially in charge of instructive development of the understudies. The adequacy of procedure of instruction has been solidly recognized to rely on the showing abilities of the resources. The resources competency determines their capacity to work for the achievement of the destinations are objectives of the training. To distinguish the abilities of the compelling resources, the part and the commitment of the staff to the result of instruction should be inspected. This encloses great personnel ought to have the information of learner's qualities, learning process, classroom administration, a positive demeanour towards instructing calling, to have the capacity to contribute altogether to the result of instructive procedure which is the development of the understudies in right heading.

For the improvement of greatly required abilities of the resources, an expert preparing in instruction has dependably been viewed as attractive to the level of being compulsory for all. The accomplishment of instructive objectives of the re-enactment, presentation of new learning, administration of classroom exercises, and utilization of varying media helps can emphasize the requirement for very much prepared resources.

**2. Components of Class Room Situation**

The five components of a classroom situation which are

- a) The faculty
- b) The learner
- c) The subject matter which is taught and learned
- d) A communication system
- e) The classroom ie(pedagogic site)

The Distance mode of faculty education is one in which the teaching behavior remains separated from the learning behavior but the learners nevertheless benefit by the guidance, planning and tuition of tutorial organization, communication being brought about through print media etc.

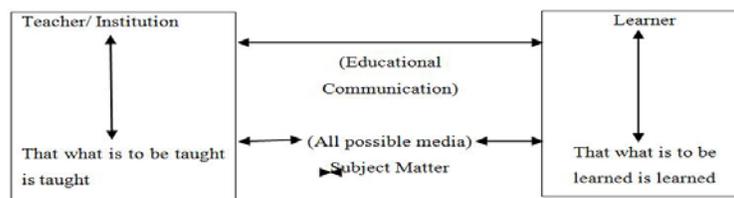


Figure 2.1 Departure from Formal Class room Situation

It also comprises of all the five components of classroom which are organized differently.

The essential components have remained intact. The difference is instead of one pedagogic site i.e. classroom, there are two sites; the confines of classroom have been broken into two transaction units, both of them independent of each other. The Distance between the two units is filled by non-traditional means of educational communication which do not do away with traditional means of face-to-face communication. The Educational implications of distance education include that the learner is not

necessarily torn away from his/her environment- physical, socio-cultural or geographical environment. Moreover, the learner has the freedom to start, pace and stop his learning activities which becomes more significant than the teaching effort. The learner needs to take more responsibility for their own learning, the maturity which characterizes an educated person.

The report of a committee of The National Council for Education on different modes of education in 1995 is an example. This report led the National Council for Education to close the correspondence courses for the award of first degree in education offered by many universities and institutions in the country. In fact, all strong criticisms of the correspondence mode of education admit by implication that the formal, face to face mode is more appropriate and effective for education.

### 3. Theoretical base work of present investigation

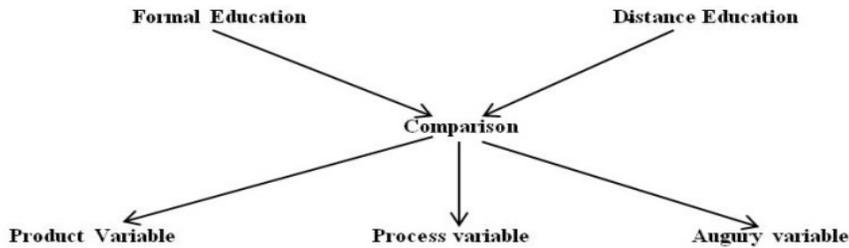


Figure 2.2 Theoretical base work of present

Variables in the present study:

#### 3.1 Augury Variable:

- Knowledge
- Attitude

‘**Knowledge**’ which is an important variable in the present investigation, constitutes an important research gap in earlier studies in teaching competencies. The knowledge of the learner, learning process curriculum, evaluation form a major part of Education. Thus, knowledge has been identified as a crucial augury variable. The relationship between teaching success and academic achievement was also the subject of study for a few investigators. **Seagoe (1945)** using university of California rating scale for practice teaching as criterion of success concluded the tests of achievement had little predictive value again in 1946 using same measures of success, seagoe found grade point ratio not significantly related to success in teaching. **Fuller (1951)** and **Castile (1954)** found significant correlation between success in college teaching and grade points.

‘**Attitude**’ of the faculty is the second variable studied in the investigation. It is thought that the faculty’s attitude not only affects the behavior in the class but also influences the behavior of the students. A positive attitude makes the work not only easier but also more satisfying and professionally rewarding; a negative unfavorable attitude makes the faculty’s task harder and unpleasant. Social psychologists believe that attitude measurements serve as a guide to the understanding and prediction of human behaviour.

#### 3.2 Process Variable:

The skill or the faculty behavior in the class is more important as process variables. **Rosenshine and Frust (1971)** cite about 50 studies and propose eleven faculty behaviour variables which they regard as “the most promising of variables studied”.

The skills proposed were

- (i) Clarity
- (ii) Variability
- (iii) Enthusiasm
- (iv) Task oriented
- (v) Student opportunity to learn criterion material

- (vi) Use of students comments
- (vii) Criticism and giving direction
- (viii) Use of structuring comments
- (ix) Types of questions
- (x) Probing
- (xi) Level of difficulty of instruction.

Moritmore (1994) pointed out that effective teaching skills are following:

- a) Organizational-to sort out materials and sources of information.
- b) Analytical - to break down complex sources of information.
- c) Synthesizing-to builds ideas into arguments.
- d) Presentational – to clarify complex information without harming its integrity.
- e) Assessing – to judge the work of students so that appropriate feedback can be given.
- f) Managerial-to co-ordinate the dynamics of individuals, groups and classes.
- g) Evaluative- to improve teaching continually.

### 3.3 Product Variable

The students were asked to list the best teachers and their characteristics which is the main product variable. **Naidu (1979)** in his study found that ten faculty traits were liked by students.

These traits are: (i) Self-controlled (ii) Alert (iii) Humorous (iv) Punctual (v) Cheerful (vi) Having a classroom procedure well-planned and organized (vii) Recognizing his own mistakes (viii) Depth in the field of specialization and (ix) Impartial.

Faculty's direct or indirect behavior, kindness, friendly attitude, cheerfulness, patience, helpfulness, fair, warm, well-adjusted personality empathy and other variables are more related to teachers characteristics than the way of teaching. Actually, having all these characteristics, if the teacher does not know the art of teaching i.e how to put question, how to deal the answer of students, how to increase the involvement of students in the class room, how to motivate the students to learn and all other skills which are directly related to teaching than the purpose of teaching .Thus, product and process variables are not and cannot be isolated from each other.

### 4. CONCLUSION

The formal system of education refers to the instructional interactions in which teachers and learners transact a curriculum in a face to face situation. The distance system of education, pertains to all kinds of interactions between a teachers and learners in which they are not in direct contact with one another .So, both the system has got both advantages as well as disadvantages. When compare to distance education formal education system increases the Organizational Citizenship Behavior (OCB) and compare to distance education, formal education system is considered to be better.

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