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Student Citizenship Behavior (SCB) : Scale Development and Validation

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Abstract

This study examines the key dimensions of Student Citizenship Behavior in the graduate and undergraduate students and validated appropriate measure of the construct. Three hundred ninety-nine (399) college students from graduate and undergraduate courses participated in this study. Student Citizenship Behavior scale (SCBS) was validated as a suitable measure of SCB in graduate and undergraduate students. Factor Analysis was used to identify the specific dimensions of the SCBS to include: Rebellious, Supporting, Kindness and Obedience. The KMO measure of sampling adequacy was found to be 0.967. This value showed that 399 respondents were adequate enough to perform the Factor Analysis on the SCBS. The Bartlett's test of Sphericity showed a significance value with $p < 0.01$. The 30 item SCBS scale has a Cronbach's Alpha of 0.94, the Rebellious sub-scale .520, and the Supporting sub-scale .722, Kindness sub-scale .886 and Obedience sub-scale .958. Further this scale has been verified by administering on 426 graduate college students. The paper concluded that Rebellious and Obedience are the two most prevalent behaviours present in the college students. This scale shall be further used by management to study students' behavior and take necessary actions.

Keywords: Student, Organizational Citizenship Behavior, Student citizenship behavior scale, Student success, Student performance.

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Introduction

Organizational Citizenship Behavior is being studied for the last three decades, since its inception in 1988 by Dennis Organ and is no more a new term. The concept Organizational Citizenship behavior has been used vastly in various sectors and to study the behaviors of various types of employees. Many researchers have used the standardized OCB scales for measuring the students' citizenship behavior as well. It has been found in various studies that Student Citizenship Behavior helps in their academic success and it also helps students to shape themselves. OCB exhibition by Students, faculty and staff can create a more learning environment which improves students' as well as faculty performance. However the researcher felt using the OCB scale for measuring Student Citizenship Behavior may lead to certain limitations as the behavior of students is not just confined to classroom, but also includes their behavior in library, laboratory, mess and various other parts of premises. Hence a different scale should be developed to measure the Student Citizenship Behavior. This made the researcher to develop a scale to measure the Student citizenship Behavior of Graduate and under graduate students.

Review Literature

In a paper by Barbara J. Allison, Richard Steven Voss and Sean Drger (2001) [3] discusses about the significant and positive relation between OCB and Academic success. The scale for measurement was adopted by the scale developed by Podsakoff and Mackenzie (1994)[19]. Hence there is need for development of scale specifically for student's behavior measurement.

In another research by Michael Dipaola, Megan Tschannen-Moran (2011) [17] it is found that there is direct correlation among the citizenship behavior and the school climate that might make certain differences in between the teachers of schools. Parents are more involved in Elementary & Middle School Levels, and Because of these Teachers will have pressures from Communities, because of these pressures the teachers will have less Citizenship Behavior. According to this



paper, apart from the citizenship behavior, at school levels, there might be chances for pressures from communities, which has a chance to have changes in OCB.

Similarly a research by Philip M. Posdakoff & Scott B. Mackenzie (1994) [24] proves that there is a direct relationship between OCBs and sales effectiveness, because OCBs contribute to the organizational success. It helps the employees to grow in the organization by reaching their sales targets, creates some impact on managers evaluation process at the time of appraisal. It also helps the sales people in receiving the better rewards when compared to non OCBs.

The high level of employee engagement is associated with increased return on assets, earnings of each employee higher, better performance, greater sales growth, lowers absenteeism, reduced employee turnover, lower cost than the cost of goods, and error because the products are not diminishing quality [2]. Right leadership will lead to higher levels of employee engagement that can drive organizational performance. There is a finding which shows that there is negative relationship between leadership support and OCBs of female employees and positive relation between leadership support and OCBs of male employees, which leads to the conclusion that positive leadership support should enhance the positive OCBs at the work place without any gender differences.

According to Neeta Bhatia (2016) [20], there is a relationship between OCBs performance and the organizational growth. OCBs help in creating the good working conditions and better opportunities for the employees who are willing to prove themselves in the organization. Employees in the organization who are working as OCBs should be identified and provide better appraisal in the organization.

According to Ali Alkahtani (2015) [1], it is true that OCB and rewards have close relationship. Demotivate co-workers and can lead to fall in the performance of contractual or mandatory duties or responsibilities of other employees. Linkage of OCB and rewards may also affect



performance of contractual duties or responsibilities of employee who is getting benefited by rewards due to OCB, with a presumption that OCB can only give him more rewards. Motivate other employees also to indulge in OCB and Organizational culture improves in a positive manner. Sometimes lead to favoritism and partiality towards employees engaged in OCB by employer, which may affect organizational environment negatively. Culture may lead to presumption among other employees that it is beneficial if they do more OCB to get rewards rather than concentrating more on contractual obligations/duties.

Citizenship Fatigue is a relative term which varies from individual to individual (employee). According to Mark C. Bolino, Jaron Harvey, Hsin-Hua Hsiung & Jeffery A. LePine (2015) [16]. This is caused by many factors viz: Type of job and Technology used in doing job, no. of years of experience and monotony (boring) in work, educational background of a person. Individual's energy levels, enthusiasm etc. The environment of organization, positive or negative, compensation, incentives of an individual, behavior and OCB of colleagues towards organization, psychological factors of an individuals. Technical knowledge of an individual to complete his tasks faster. Health conditions of an individual, person's educational and other background, gender of an individual. Women gets stressed more in some jobs compared to men, family and other personal responsibilities of an individual. OCB and Citizenship Fatigue are inversely related and OCB gets reduced as and when citizenship fatigue increases.

The paper by Jinseok S. Chun, Yuhjung Shin, Jin Nam Choi and Min Soo Kim (2013) [13] studies only affective commitment which is positively correlated to organization ethics. It excludes normative and continuance commitment employee organizational is positively related to ethical values. Actually organizational commitment are affected by organizational level variables such as organizational culture and climate, organizational support.

As working under competitive and complex circumstances becomes an essential feature of an efficient educational system. The individual and group levels organisational citizenship

behaviour of analysis differ from each other as they deal with OCB multiple points of view. The theoretical idea behind group level OCB is derived from the area of group norms and atmosphere in the workplace. According to this view group and work team play a major role in shaping individual attitudes and behaviours [8].

The paper tried to examine the interactive relationship between organizational citizenship behavior & job performance. Eeman Mallick, Rabindra Kumar Pradhan, Hare Ram Tewari, Lalatendu Kesari Jena (2015) [7] had beautifully portrayed that behavior go a long way in maintaining positive organizational culture that reinforces employee engagement, employee commitment. Employee motivation & job performance. They had written the concept from the time origination & reminded the readers that the organizational citizenship behavior evolved beyond They had tried to establish the relationship with HR practices & employees but however the dimensions of OCB, that is courtesy, sportsmanship and civic virtue, have not been found to have significant correlation with job performance. OCB is treated as the predictor but ultimate outcome of organization citizenship behavior changes according to the different situations the employee face in the organization.

In this paper Dr.Vivek Sharma & Dr.Sangeeta jain (2014) [6] discussed about citizenship behavior for manufacturing sector specially from medium scale industries. In this view of researcher the middle scale industries are training a strategy to maintain the OCB amongst top level and middle level of employees in manufacturing companies as they behave spontaneously for the situation.

The study by Jiing-Lih Farh, Chen-Bo Zhong & Dennis W. Organ (2002) [12] concentrates on the dimensions of innovative & spontaneous behavior. Cooperative activities with fellow member. Actions protective of system. Creative suggestions for organizational improvements. Self-training for additional organizational responsibility. Creation of favorable climate for an organization in its external environment.



OCBs have some direct impact on customer satisfaction where it creates a better benefits for the organization. According to the study by Fereshteh Farzianpour, Hossein Kamjoo, Abbas Rahimi Foroushani & Sayed Shahab Hosseini (2011) [10] routine job, job conflict, role ambiguity, bureaucratic organizational culture and competition between colleagues have a negative relationship with OCB. Employees in work environment feel motivated by OCBs (managers) and support in achieving the organizational goals and customers.

In an organization the task performance and OCBs are evaluated separately. OCB influences the performance judgment positively or negatively. Employees who perform OCB make the manager work easier in the organization when compared with the non OCBs. It is proposed by Tammy D Allen & Michael C. Rush (1998)[23] that the relationship between OCB and performance judgments will be mediated by the motive attributed to the behavior. Engaging in OCB may also influence rater perceptions regarding how committed an employee is to the organization.

In a paper by Philip M. Podsakoff, Scott B. MacKenzie, Julie Beth Paine, and Daniel G. Bachrach (2000) [30], the reader tries to show the difference between Behavior of the particle organizational employees and other related constructs. They Deserving that grey employee behavior net a enforceable they desiring that every employee behaviors not an enforceable requirement of the role in organization, because the organizational citizenship behavior has produced some unfortunate consequences. The OCB measures to indicate that there are a number of occasions. and also, the researcher explained the importance of the Dimension of OCB & how it effects the employees.

A important contact that the organizational citizenship behavior of the managers and teachers mostly depends on their opener to work in the particular organization like the decision in the teacher to work on particular schools in their individual; But while he/she working in particular



school his/her behavior is impact on their students like the managers to the employees and how they work efficiency to their task.

Thomas A. Kernodle & Deborah Noble (2013) [31] said that there are different types of motivations and can be associated with OCB. it would be beneficial for manager and business students to know of these relationship in order to lead employee in the workplace. OCB could also be included in the development portion of the course organizations progress through a life cycle

Various studies have been done that try to find the relation between the Organizational Citizenship Behavior of students' and their academic success. In a research by V. R. Ehtiyar, A. Aktaş Alan, Ece. Ömüriş (2010) [32] it is mentioned that OCB of students in University, Altruism, Civic Virtue, Consciousness, Sportmanship, Courtesy are the five factors chosen for study of students behavior and its relation to their academic success.

Similarly according to Cary J. LeBlanc [5], the college itself an organization is more than the classroom and it benefits with students, faculty and staff exhibit OCB. The students are more likely to develop themselves beyond academics. Students' academic improvement is found to be positively related to the organizational citizenship behavior.

Measure of Student Citizenship Behavior (SCB)

SCB has been derived from the Organizational citizenship behavior. Various researchers have used scales developed for OCB to assess the behavior of students. Though various measures have been developed to measure Organizational Citizenship Behavior.

The first scale to measure Organizational Citizenship Behavior was developed by Bateman and Organ (1983) [4] According to them, "OCB include any of those gestures (often taken for granted) that lubricate the social machinery of the organization but that do not directly in here in the usual notion of task performance." This scale was a 30 item OCB scale that comprises of



variety of types of OCB like cooperation, altruism, compliance, punctuality, housecleaning, protecting company property, conscientiously following company rules and dependability.

A 16-item scale was developed by Smith, Organ and Near (1983) [28]. According to them, Citizenship Behaviors comprise a dimension of individual and group functioning... The latter was regarded as a function of the formal organization and the logic of facts.” This scale comprises of two factors namely Altruism and Generalized Compliance.

The third scale was given by Podsakoff, MacKenzie, Moorman, and Fetter (1990) [26], they identified the following five factors of Organizational Citizenship Behavior: Altruism, Conscientiousness, Sportsmanship, Courtesy and Civic virtue.

Fourth scale was developed by Williams and Anderson (1991) [35] that defined that the Organizational citizenship Behavior has two broad categories: a) OCBO – behaviours that benefit the organization in general (eg. Gives advance notice when unable to come to work, adheres to informal rules devised to maintain order), and b) OCBI – behaviours that immediately benefit specific individuals and indirectly through this means contribute to the organization (e.g. helps others who have been absent, takes a personal interest in other employees)” This is a fourteen item scale with seven items on OCBO and seven items on OCBI.

Now there was a time for extension of basic domains of OCB and then Podsakoff and MacKenzie (1994)[24] came with a 14 item scale which identified the two new forms of OCB namely peacekeeping and cheerleading along with the other conventional forms like Altruism, Courtesy, Civic Virtues and sportsmanship. In their words, Organizational Citizenship Behavior (OCBs) are discretionary behaviours on the part of a salesperson that are believed to directly promote the effective functioning of an organization, without necessarily influencing a salesperson’s objective sales productivity.”

Another scale of OCB designed by Van dyne, Graham and Dienesch (1994) [33] serves the need for Political science literature. They defined the fundamental categories as follows: “Organizational obedience reflects acceptance of the necessity and desirability of national rules



and regulations governing organizational structure, job description and personnel policies. “ This was a 34 item scale comprising items on obedience, loyalty, social participation, Advocacy Participation and Functional Participation.

The Van Dyne’s scale act as theoretical foundation for Moorman and Blakely (1995) [18] when they came out with another scale on OCB. It was a 19 item scale that comprises of items on Interpersonal Helping, Individual initiative, Personal industry and Loyal Boosterism.

After so many research development in the western culture it was found that most of the researches, findings and measures were influenced by the western culture hence this attracted few researchers to design something that shall be applicable in china and may be in different cultures. And hence Farh, Earley and Lin (1997) [9] came out with a global scale on OCB. This was a 20 item Chinese OCB scale comprising of items on Identification with the company, Altruism towards colleague, Conscientiousness, Interpersonal Harmony and protecting company resources. However no such scale has been developed for measuring the Students’ Citizenship Behaviour.

STUDY 1: Identification of Items of Student Citizenship Behavior

Method

Interview and Observation method was used to understand the different behaviors exhibited by Students in the campus of the institute. The students of Bachelor and Masters Level were interviewed for the kind of behaviors exhibited by different students. The focus was to understand the behavior depicted by the student in the classroom, library, canteen, laboratory, playground, hostels or other amenities within the campus. The interviews were of semi structures as every interviewer was asked the same question.

In order to understand the Student citizenship behavior, we included the activities which were prohibited and the activities which were encouraged as well. Some items were adopted from the literature review as well. On the basis of the data collected researcher has compiled the items.

The total no of items in the scale at this stage were found to be 45. These items were send to the experts to check whether the items properly represent the construct. On the basis of the feedback from experts 8 items were removed and the final scale of Student Citizenship Behavior comprises of 37 items that was used further for data collection. Some items were positively and negatively worded. Responses were made on a seven point likert scale captured by 1 means Strongly disagree, 2 means Disagree, 3 means Somewhat disagree, 4 means Neutral, 5 means Somewhat Agree, 6 means Agree and 7 means Strongly Agree. All the 37 items were included in the instrument called Student Citizenship Behavior Scale (SCBS).

STUDY 2: Selection and Validation of Items with Jackson's Principles

Method

Items for the scales were assessed and selected with an iterative series of confirmatory factor analysis, guided by Jackson's four principles for scale construction and validation (1984:30): (a) a theoretically – based definition , (b) reliability and homogeneity, (c) suppression of response bias, and (d) convergent and discriminant validity. However there is no research has been done on the Student Citizenship Behavior, but the definitions of student citizenship behavior were derived from the interviews and the literature available for Organizational Citizenship Behavior. Reliability and homogeneity (Cronbach's alpha, Levene's Test and factor structure) were assessed with responses from 399 students from different backgrounds. There were students from four different backgrounds i.e. Arts, Commerce, Science and Management. These students were pursuing Bachelor or Master programme in different faculties. The students spread across three years of Graduation and two years of Post-graduation programme. These participants completed the current form of SCBS along with the other measures related to the study.

Six semesters and two semesters of undergraduate and graduate classes of four different faculties, total comprised of 399 samples. Students were asked to report their behavior in specific circumstances on sequential provisional form of SCBS. Sometimes these targets were people the



students knew well and either behaved or misbehaved, with the conditions assigned in the form itself. Sometimes the targets were the teachers or members of groups in which the students worked on course assignments.

Jackson's First Principle: Theoretically - based Definition

In the theory Organizational Citizenship Behavior has been defined as “Individual Behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and in the aggregate promotes the efficient and effective functioning of the organization.” Organizational Citizenship Behavior is also called as a prosocial behavior which is defined as a spontaneous, occurs without prospect of compensation, and can be a function of mood, an internalized norm, the time available, and/or stable individual differences. It is not directly or explicitly recognized by the formal reward system of the employing organization. The employee exhibits this behavior voluntarily.

According to the Jon I. Pierce (2002), OCBs are the explicit behaviors exhibited by employees that shows their sacrifices, their commitment and the prosperity of the organization. They defined them as “good soldiers” who act selflessly.

The term Student Citizenship Behavior has got its origination from the Organizational Citizenship Behavior. However Student Citizenship Behavior tries to measure the Students' Citizenship Behavior within the college campus. This construct tries to measure the behavior of students in the classroom, library, ground, mess, laboratory or any part of the premises. Being the new construct, at this point, researcher is not able to define the different sub components of the construct Student Citizenship Behavior.

Jackson's Second Principle: Reliability and Homogeneity

The scales were assessed for internal consistency, multicollinearity and factorial homogeneity. Any scale was revised if it did not have both an acceptable Cronbach's alpha, its minimum value



accepted is 0.8.(Nunnally, 1970) [21]. Levene's Test is used to assess the homogeneity of variances. Variance Inflation factor (VIF) is used to measure the multicollinearity diagnostics. Also a factor analysis of all items had to yield a clean non – overlapping factor pattern with the expected number of dimensions representing the Student Citizenship Behavior.

Firstly the exploratory factor analysis was conducted to understand whether the items in the proposed scale are discriminant or convergent. Also to reduce the number of items to minimum number of feasible dimensions. It helps for determining the correlation among the variables in a dataset. This type of analysis provides a factor structure (a grouping of variables based on strong correlations). Since, this scale is new in nature , hence at this stage its not possible to determine the possible number of “structural components”. Principle Component Analysis with varimax rotation is used in order to confirm distinction among the items. It will also help to identify a variable with a factor. Any item that loaded on several factors or did not load on a factor together with minimum number of loadings were removed.

Jackson's Third Principle: Suppression of Response Bias

There was no attempt to eliminate social desirability response bias from the individual items because according to Rotter (1967) [27] excluding items with social desirability content would remove relevant variance from the construct. This argument can be extended to student citizenship behavior , and it seems feasible for the situation addressed in this study, assessing behavior of students in different places and towards their teachers and peers. In this context, a shared variance of 5 to 10% between trust and social desirability would not be bothersome, even though the correlation might be statistically significant. A moderate correlation between the two constructs can be interpreted as support for convergent validity of either or both instruments (zerbe & Paulhus, 1987) [34]. However the strong relation may raise the question regarding the discriminant validity of the two constructs.



Jackson's Fourth Principle: Convergent and Discriminant Validity

Discriminant validity was assessed by correlating Student citizenship behavior scale summated scores with measures of different characteristics that have been shown to be empirically related, unrelated, weakly related or negatively related to the SCB construct. Since, this scale is new of its kind hence it's not possible to get the results from the past researches. Assessing convergent validity of the SCBS posed a problem because there were no previously validated scales on SCBS. Convergent validity of those four factors of SCB scales were assessed with the correlation, obtained from samples other than the one used for the factor analysis.

Results

The researcher employed online survey approach for collection of data. The survey instrument was developed by researcher itself and later validated for the purpose of survey. The survey comprises of two sections. The first section of the instrument comprises of demographic questions like Age, Gender, Faculty, Course enrolled and Year of course. Age was measured by years using a categorical scale with following ranges: Less than 18, 18-20 yrs, 20 - 22 yrs and more than 22. Gender was also measured using categorical scale including Male, Female and Transgender. Faculty was measured on a categorical scale using following: Arts, Commerce, Management and Science. Course enrolled was measured by two items: Graduate and Post-graduation. Year of course comprise of three categorical options like First Year, Second Year and third Year. Demographics are as follows:

Table No.1
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
GENDER	399	1	2	1.56	.497	-.238	.122	-1.953	.244
AGE	399	1	4	2.40	.637	.718	.122	.233	.244
DEPARTMENT	399	1	4	2.86	.770	.180	.122	-1.152	.244
CourseEnrolled for	399	1	2	1.24	.425	1.251	.122	-.438	.244
YEAR	399	1	3	2.45	.541	-.224	.122	-1.089	.244
Valid N (listwise)	399								

The second section has items on Student citizenship Behavior. **Student Citizenship Behavior (SCB)** was measured using an online questionnaire comprising of 37 items. The items were assessed on 7 point Likert scale., where 1 means Strongly disagree, 2 means Disagree, 3 means Somewhat disagree, 4 means Neutral, 5 means Somewhat agree, 6 means Agree and 6 means Strongly agree.

Exploratory Factor Analysis

In order to finalize the items in a scale Exploratory Factor Analysis was conducted. KMO and Bartlett's test was used to test the adequacy of data. It is also used to measure the strength of relationship between variables. The KMO measures the sampling adequacy (which determines if

the responses given with the sample are adequate or not) which should be close than 0.5 for a satisfactory factor analysis to proceed. Kaiser (1974) [14] recommend 0.5 (value for KMO) as minimum (barely accepted), values between 0.7-0.8 acceptable, and values above 0.9 are superb. KMO value $> .8$ which signifies the adequacy of data to be used for Factor analysis . Bartlett's test is another indication of the strength of the relationship among variables. This tests the null hypothesis that the correlation matrix is an identity matrix. Since the p value of Bartlett's test of sphericity is also less than 005 which again reconfirms the adequacy of data. That is, significance is less than 0.05. In fact, it is actually 0.00, i.e. the significance level is small enough to reject the null hypothesis. This means that correlation matrix is not an identity matrix.

Table No. 2

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.967
Bartlett's Test of Sphericity	Approx. Chi-Square	8366.382
	Df	561
	Sig.	.000

Total Variance Explained

Eigenvalue actually reflects the number of extracted factors whose sum should be equal to number of items which are subjected to factor analysis. The next item shows all the factors extractable from the analysis along with their eigenvalues.

The Eigenvalue table has been divided into three sub-sections, i.e. Initial Eigen Values, Extracted Sums of Squared Loadings and Rotation of Sums of Squared Loadings. For analysis and interpretation purpose we are only concerned with Extracted Sums of Squared Loadings. Here one should note that Notice that the first factor accounts for 46.418% of the variance, the second 4.544% , the third 3.750%. and forth 3.396%. This shows that 58.108 % of variance is due to the first four factors. All the remaining factors are not significant .

Table No. 3

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	15.782	46.418	46.418	15.782	46.418	46.418	8.924	26.247	26.247
2	1.545	4.544	50.962	1.545	4.544	50.962	5.957	17.522	43.769
3	1.275	3.750	54.712	1.275	3.750	54.712	2.689	7.909	51.678
4	1.155	3.396	58.108	1.155	3.396	58.108	2.186	6.430	58.108
5	.898	2.640	60.748						
6	.886	2.605	63.353						
7	.813	2.391	65.744						
8	.751	2.208	67.953						
9	.737	2.167	70.120						
10	.682	2.007	72.127						
11	.659	1.939	74.066						
12	.619	1.821	75.887						
13	.611	1.798	77.685						
14	.568	1.671	79.356						
15	.517	1.522	80.878						
16	.517	1.520	82.398						
17	.499	1.466	83.865						
18	.476	1.400	85.264						
19	.442	1.300	86.564						
20	.418	1.230	87.794						
21	.414	1.217	89.011						
22	.407	1.197	90.208						
23	.369	1.084	91.292						
24	.354	1.041	92.332						
25	.343	1.008	93.341						
26	.323	.950	94.290						
27	.301	.884	95.175						
28	.291	.855	96.030						

29	.257	.755	96.784					
30	.252	.741	97.525					
31	.234	.688	98.213					
32	.227	.668	98.881					
33	.203	.597	99.478					
34	.178	.522	100.000					

Extraction Method: Principal Component Analysis.

Rotated Component Matrix

The rotation is used to reduce the number factors on which the variables under investigation have high loadings. Rotation does not actually change anything but makes the interpretation of the analysis easier. Looking at the table below, we can see that the items three items have been allotted in forth factor, four items in the third factor, seven items in the second factor and sixteen items in the first Component.

Table No. 4
Rotated Component Matrix^a

	Component			
	1	2	3	4
SCB15	.753			
SCB21	.722			
SCB20	.718			
SCB17	.687			
SCB22	.676			
SCB24	.669			
SCB19	.664			
SCB26	.663			
SCB12	.661			
SCB34	.657			
SCB33	.641			

SCB11	.628			
SCB5	.628			
SCB25	.612			
SCB27	.582			
SCB10	.535			
SCB23				
SCB3		.706		
SCB4		.703		
SCB14		.692		
SCB35		.642		
SCB2		.638		
SCB9		.593		
SCB18		.568		
SCB6				
SCB1				
SCB8				
SCB29			.810	
SCB28			.743	
SCB13			.541	
SCB30			.510	
SCB7				.740
SCB37				.660
SCB16				.555

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser

Normalization.

a. Rotation converged in 7 iterations.

Hence out of total 37 items only 30 items shall be considered for the final data collection. We obtained the aggregate of Four different factors by averaging the values of the respective items.

We obtained the aggregate of SCB by summation of all the items in the measure. The four items have been named as the Rebellious, Supporting, Kindness and Obedience.

Reliability Analysis

To measure the internal consistency of the scale items Cronbach's Alpha was calculated. According to Nunally(1978) [22] minimum value for alpha is 0.70. The value of cronbach's alpha is more than 0.7 that shows that scale items are highly correlated and internal consistency exists.

Table No. 5
Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.962	.963	30

Jackson's Third Principle Suppression of Response Bias

In order to reduce the social desirability in responses Strahan and Gerbasa (1972) [29] 10-item scale was used. The items were added in the existing questionnaire to measure the responses. Including a social desirability scale allows the investigator to assess how strongly individual items are influenced by social desirability. Items that correlate substantially with the social desirability score obtained could be considered as candidates for exclusion. For the current study the correlation between all the items of Student Citizenship Behavior scale and Social desirability scale was found to be moderate. Hence no social desirability was observed.

Jackson's Fourth Principle Convergent and Discriminant Validity

Factor loading more than 0.50 that means the variables have convergent validity, which is already evident from the table of Rotated Component matrix. Discriminant validity test is used to identify how different are the components in a scale. Scale of Student citizenship behavior

comprises of four components: Factor 1, Factor 2, Factor 3 and Factor 4. Inter-item correlation matrix and corrected Item Total correlation is used to identify the discrimination between these components. The low correlation amongst the variables denotes high Discriminant validity. In the Table No. and Table No. as all the components are positively correlated hence that prove to be moderate Discriminant Validity.

Table No. 6

Inter-Item Correlation Matrix

	allSCB1	allSCB2	allSCB3	allSCB4
allSCB1	1.000			
allSCB2	.512	1.000		
allSCB3	.600	.500	1.000	
allSCB4	.508	.572	.381	1.000

Table No. 7

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
allSCB1	13.7749	11.692	.794	.715	.738
allSCB2	14.1189	11.331	.770	.699	.747
allSCB3	14.4899	13.124	.567	.368	.838
allSCB4	14.6743	13.439	.560	.340	.840

STUDY 3 : Scale Verification

Method

In the Study 2, Items for the scales were assessed and selected with an iterative series of exploratory factor analysis, guided by Jackson's four principles for scale construction and validation (1984:30). Study 2 serve as the primary development sample and the Study 3 can be used to cross – check the findings. Data from the first subsample can be used to compute alpha,



evaluate items, tinker with scale length, and arrive at a final version of the scale that seems optimal. The second sample can then be used to replicate these findings.

Reliability (Cronbach's alpha) was assessed with responses from 426 students from different backgrounds. There were students from four different backgrounds i.e. Arts, Commerce, Science and Management. These students were pursuing Bachelor course in different faculties. The students spread across three years of Graduation programme. These participants completed the current form of SCBS along with the other measures related to the study.

Six semesters of undergraduate classes of four different faculties, total comprised of 426 samples. Students were asked to report their behavior in specific circumstances on sequential provisional form of SCBS. Sometimes these targets were people the students knew well and either behaved or misbehaved, with the conditions assigned in the form itself. Sometimes the targets were the teachers or members of groups in which the students worked on course assignments.

Results

The researcher employed online survey approach, as used in Study 2, for collection of data. The survey instrument was the 30 item scale finalized in Study 2. The survey comprises of two sections: The first section of the instrument comprises of demographic questions same as used in Study 2. The second section has items on Student citizenship Behavior. **Student Citizenship Behavior (SCB)** was measured using an online questionnaire comprising of 30 items finalized in Study 2. The items were assessed on 7 point Likert scale., where 1 means Strongly disagree, 2 means Disagree, 3 means Somewhat disagree, 4 means Neutral, 5 means Somewhat agree, 6 means Agree and 7 means Strongly agree.

Descriptive Statistics

The first section related to Demographics has been described as follows. The total number of responses is 426 and no values are missing. 64.3% of respondents were found to be Male and only 35.7% of respondents are females. Maximum numbers of respondents were between 18 to 20 years of age. Only 12.2% and 7.3% of respondents were between 20 – 22 and of less than 18 years. The data was collected from the different departments having maximum number of respondents ,63.6% from the Science Faculty and then 23.9% of respondents from Commerce faculty. Least number of responses were observed from the Arts, 5% and from the Management faculty i.e. 12%. All the respondents were from the Bachelor courses with 53.8% in the second year, 37.8% in the third year and only 8.5% of respondents are from the First year.

Table No. 8

		Statistics				
		GENDER	AGE	DEPARTME NT	COURSE	YEAR
N	Valid	426	426	426	426	426
	Missing	0	0	0	0	0
Skewness		.600	.246	-.881		-.274
Std. Error of Skewness		.118	.118	.118	.118	.118
Kurtosis		-1.648	2.115	-.954		-.630
Std. Error of Kurtosis		.236	.236	.236	.236	.236
Minimum		1	1	1	1	1
Maximum		2	3	4	1	3

Table No. 9

		GENDER			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male		274	64.3	64.3	64.3
Valid Female		152	35.7	35.7	100.0
Total		426	100.0	100.0	

Table No. 10

AGE

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Less than 18	31	7.3	7.3	7.3
Valid 18 to 20	343	80.5	80.5	87.8
Valid 20 - 22	52	12.2	12.2	100.0
Total	426	100.0	100.0	

Table No. 11

DEPARTMENT

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Arts	2	.5	.5	.5
Valid Commerce	102	23.9	23.9	24.4
Valid Management	51	12.0	12.0	36.4
Valid Science	271	63.6	63.6	100.0
Total	426	100.0	100.0	

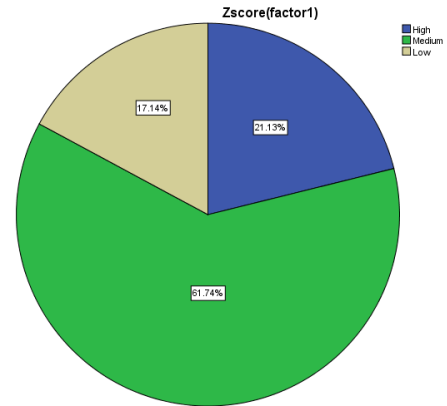
The second section of the Questionnaire comprises of items on Student citizenship Behavior Scale. It is evident from the table no.12, that Maximum number of respondents , 61.7% have been found to have displayed moderate behavior towards Rebellious. Hence, they exhibit moderate jealousy on success of other students, moderate misuse of institute wi-fi connection and moderate resistance towards the new ideas in the institution. 21.7% of respondents were found to display the high behavior and only 17.1% of respondents were found to display such low behavior.

Table No. 12

Rebellious (Factor 1)

	Frequency	Percent	Valid Percent	Cumulative Percent
High	90	21.1	21.1	21.1
Medium	263	61.7	61.7	82.9
Low	73	17.1	17.1	100.0
Total	426	100.0	100.0	

Figure No. 1



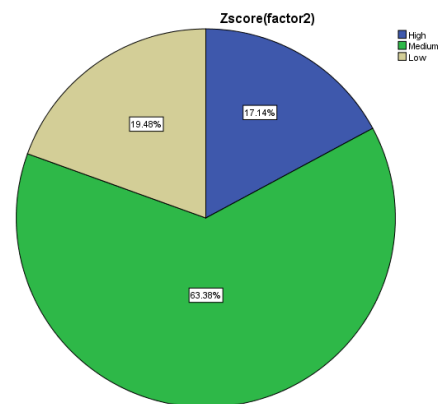
From the figure 2 it is evident that 17.1% of students display most supportive behavior towards factor 2, 19.5% of respondents display low supportive behavior and 63.4% of respondents display moderate supportive behavior towards factor 2. Factor 2 comprises of the behavior where the students do not complain when classroom equipment malfunctions, do not complain when class members do not contribute equally to team projects , help students in completing these assignments and do not complain when college delays in declaring results.

Table No.13

Supporting (factor2)

	Frequency	Percent	Valid Percent	Cumulative Percent
High	73	17.1	17.1	17.1
Medium	270	63.4	63.4	80.5
Low	83	19.5	19.5	100.0
Total	426	100.0	100.0	

Figure No. 2



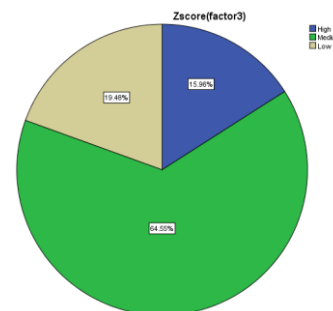
From the figure 3 it is evident that 16% of students display most kind behavior towards factor 3, 19.5% of respondents display low Kindness behavior and 64.6% of respondents display moderate Kindness behavior towards factor 3. Factor 3 comprises of behaviors like never criticizing about other students, never criticize about the faculties, try to avoid creating problems for other students, do not steal any institutional property, do not participate in any complaint, always focus on positive aspect related to my situation rather than wrong and don't use distractive gadgets in the classroom.

Table No. 14

(Kindness factor3)

	Frequency	Percent	Valid Percent	Cumulative Percent
High	68	16.0	16.0	16.0
Medium	275	64.6	64.6	80.5
Low	83	19.5	19.5	100.0
Total	426	100.0	100.0	

Figure No. 3



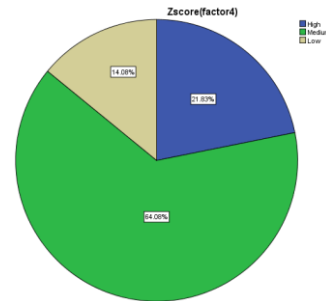
From the figure 4 it is evident that 21.8% of students display most Obedient behavior towards factor 4, 14.1% of respondents display low obedience behavior and 64.1% of respondents display moderate obedience behavior towards factor 4. Factor 4 comprises of behaviors like following the rules & regulations of college, participating in institutional activities, attending all meetings for students, participating in classroom discussion, finishing homework before time, punctual to classes, inform instructor when unable to attend the class, returning the library books on time, keeping the campus clean, prompt response to phone calls, informing team members when unable to attend the meeting and utilizing resources need fully.

Table No. 15

Obedience (factor4)

	Frequency	Percent	Valid Percent	Cumulative Percent
High	93	21.8	21.8	21.8
Medium	273	64.1	64.1	85.9
Low	60	14.1	14.1	100.0
Total	426	100.0	100.0	

Figure No. 4



Reliability Analysis

The Student Citizenship Behavior Scale used for the Study 3 was found to be reliable as the Cronbach's Alpha value is found to more than 0.07.

Table No.16

Reliability Statistics

Cronbach's Alpha	N of Items
.943	30

Item total correlation shows how one item is related to other item that are expected to be measuring a common construct by finding the correlation of an item to a score (sum) of the other items. If there is low correlation, it shows that the item doesn't fit best into the list of questions. Items with high correlation show high reliability and ensures the reliability of the proposed scale as well. Table below shows that all the factors are strongly correlated with one another strengthening the reliability of the items.

Table No.17

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
factor1	12.1223	9.760	.765	.654
factor2	12.5532	9.796	.700	.685
factor3	12.8297	11.151	.506	.786
factor4	12.8606	11.773	.451	.809

Conclusion & Recommendation

Student Citizenship Behavior is a combination of citizenship and extra – role behaviors which will be adequately measured by the proposed model of SCB, having such dimensions as Rebellious, Supporting, Kindness and Obedient. These items will serve as a valid measure of Student Citizenship Behavior in the graduate and under graduate college students. However this scale can be further refined by applying Confirmatory factor Analysis and other advance analytics.

Conclusively, student behaviors are categorized as Student Citizenship Behavior only when they are completely voluntary and culminate in beneficial outcomes for both the individual student and the institution as a whole. It is therefore recommended that these four item model of SCB be adopted and empirically tested for the graduate and under – graduate students.

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