



Influence Of Institutional Climate, Personality And Its Interaction On Organizational Citizenship Behaviour Amongst Higher Secondary School Students Of Dehradun District

Nidhi Bachheti Tiwari^{1*}, Dr Mahesh Kumar Gangal²

¹Research Scholar, Deaprtment of Education, Banasthali Vidyapith, Rajasthan, India. nidhibachheti30@gmail.com

² Associate Professor, Deaprtment of Education, Banasthali Vidyapith, Rajasthan, India. drmkgangal@gmail.com

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ARTICLE INFO**ABSTRACT**

Organizational Citizenship Behaviour (OCB) is a crucial behavioural dimension in school settings, reflecting students' voluntary and prosocial actions that enhance the social and academic environment. The extent to which students display OCB may depend on the school's institutional climate, their personality characteristics, and the interplay between these factors. However, the specific influence of these variables among higher secondary students has not been sufficiently explored in Indian educational contexts. The present study examines whether institutional climate, personality, and their interaction significantly influence OCB among higher secondary school students. The general null hypothesis states that there will be no significant difference in the influence of institutional climate, personality, and their interaction on OCB. Using a factorial design, standardized tools measuring institutional climate, personality, and OCB were administered to a stratified sample of students from government and private schools. Data were analysed using descriptive statistics and factorial ANOVA. The findings will determine whether the null hypotheses are rejected or retained and will provide important implications for school leadership, guidance programmes, and student development initiatives.

Keywords: Institutional Climate, Personality, Organizational Citizenship Behaviour, Higher Secondary Students, Interaction Effect, School Environment

INTRODUCTION:

Schools today function as multifaceted social systems where academic learning, emotional development, personality shaping, and socialization occur simultaneously. Beyond the transmission of knowledge, schools serve as crucial environments where students internalize values, behavioural norms, interpersonal skills, and civic responsibilities. Within this broad developmental framework, Organizational Citizenship Behaviour (OCB) has gained growing attention in educational research as a behavioural construct that significantly contributes to school effectiveness.

OCB refers to voluntary, prosocial actions that students engage in beyond their prescribed academic or disciplinary requirements. These behaviours are neither mandated by rules nor formally rewarded, yet they play a vital role in improving the overall functioning of the school. When students help their peers without being asked, participate willingly in school events, follow rules even without supervision, maintain school property, respect teachers and staff, and contribute positively to the school environment, they are exhibiting OCB. Such behaviours foster cooperation, reduce conflicts, enhance the learning atmosphere, and strengthen the school's social fabric.

Research by **DiPaola and Hoy (2005)** and **Chi (2015)** have shown that higher levels of OCB among students enhance classroom harmony, reduce behavioural problems, and significantly boost academic engagement. The display of OCB does not occur in isolation; it is shaped by a combination of environmental and personal factors. Two prominent determinants widely discussed in behavioural and educational psychology are institutional climate and personality. Institutional climate describes the quality of the school

environment as perceived by students, teachers, and staff. It encompasses leadership style, teacher-student interactions, fairness of rules, peer relationships, academic expectations, safety, support systems, and the overall emotional and social tone of the school. A positive institutional climate promotes feelings of trust, belongingness, motivation, and security, which naturally encourage students to adopt prosocial and responsible behaviours such as OCB. Conversely, a negative or unsupportive climate may discourage students from engaging in voluntary behaviours beyond minimum requirements.

Several studies emphasize this relationship. **Cohen et al. (2009)** found that supportive school climates lead to stronger prosocial tendencies and greater student participation. Koth, Bradshaw, and Leaf (2008) reported that a healthy school climate predicts better student behaviour and reduced aggression. Indian studies such as **Singh & Jain (2014)** and **Asha & Rao (2017)** confirm that students in democratic, supportive climates show higher cooperation, discipline, and emotional stability—all behaviours aligned with OCB.

Personality, on the other hand, represents the internal, enduring traits that influence how students think, feel, and behave across different situations. Traits such as agreeableness, conscientiousness, extraversion, openness to experience, and emotional stability profoundly affect students' willingness to cooperate, follow rules, help others, and participate actively in school activities. For example, students high in conscientiousness may naturally demonstrate responsible behaviour, while those high in agreeableness may be more inclined to help peers and maintain harmonious relationships.

A strong body of research supports this. **Organ (1988)** and **Podsakoff et al. (2000)** identified personality—especially conscientiousness and agreeableness—as key predictors of OCB. **Caprara et al. (2000)** found that adolescents with prosocial personality traits displayed more helping and cooperative behaviours. In India, **Kaur & Sandhu (2013)** reported that conscientious and emotionally stable students exhibit higher responsibility, self-control, and social engagement.

However, understanding OCB requires more than examining institutional climate and personality independently. Behavioural science emphasizes that behaviour results from the dynamic interaction between personal dispositions and environmental factors. This means that the effect of institutional climate on OCB may depend on a student's personality type, and the influence of personality may vary under different school conditions.

Supporting this, Lewin's Field Theory ($B = f(P \times E)$) suggests that behaviour is a function of the interaction between personality (P) and environment (E). **Rioux & Penner (2001)** observed that individuals with prosocial personalities show higher OCB when they perceive fairness and support in their environment. **Singh & Joshi (2015)** found that school climate moderates the effect of personality on student prosocial behaviours.

A supportive and encouraging school environment may strengthen OCB even in students with moderate or less prosocial personality traits, while students who possess strong positive personality traits may consistently display OCB regardless of environmental limitations. Therefore, exploring the interaction effect of institutional climate and personality is crucial for gaining deeper insights into the development of OCB among students.

Higher secondary school students represent a particularly important group for such research. This developmental stage (ages 15–18) is characterized by rapid emotional, cognitive, and social growth, heightened academic pressure, and increasing social expectations. During these years, students form more stable personality patterns, refine their behavioural tendencies, and learn to navigate complex peer and institutional expectations. Prior studies, such as **Steinberg (2014)** and **Larson (2011)**, highlight the sensitivity of adolescents to school climate and social cues, which influences their behaviour more strongly compared to younger children.

1.2 STATEMENT OF PROBLEM:

Studying OCB and its determinants offers valuable insights for designing interventions that support positive behavioural development and enhance school effectiveness. The present study investigates - **Influence of institutional climate, personality, and their interaction on Organizational Citizenship Behaviour among higher secondary school students of Dehradun district**

1.3 OBJECTIVE OF STUDY: Institutional Climate has a great impact on Organisational Citizenship behaviour of students; therefore, Researcher determined the following objectives of this study as;

1.3.1 To study the influence of institutional climate, personality and its interaction on organizational citizenship behaviour amongst higher secondary school students of Dehradun district

1.4 RESEARCH HYPOTHESIS: In this context of the objective the following hypothesis has been formulated:

1.4.1 The influence of institutional climate, personality and its interaction on organizational citizenship behaviour amongst higher secondary school students of Dehradun district will not be significantly different.

1.5 RESEARCH METHOD:

This research study employed the survey method to investigate the influence of institutional climate on Organizational Citizenship Behaviour (OCB) among higher secondary students. The methodological design ensured a systematic, objective, and comprehensive examination of the research questions. By using validated tools and structured procedures, the study generated reliable and generalizable findings that clearly demonstrate how institutional climate shapes students' prosocial and citizenship behaviours. This rigorous approach strengthens the credibility of the results and supports meaningful educational implications.

1.6 POPULATION: The study population comprised higher secondary students from various schools of Dehradun district in Uttarakhand state, India ensuring diversity in institutional settings, including government and private schools. Stratification was based on factors such as school type (government/private) to capture a wide range of institutional climates and behaviours.

1.7 SAMPLE AND SAMPLING:

The stratified random sampling method was adopted to minimize selection bias and ensure that all subgroups within the population were adequately represented. This approach enabled the researchers to analyse variations in institutional climate and its effects on OCB across different demographic and institutional categories. The study sample consisted of 600 higher secondary students of Dehradun district in Uttarakhand state, India selected through stratified random sampling from various schools.

1.8 TOOLS USED IN THE STUDY:

The following tools were used for data collection in the present study.

Institutional Climate Inventory has been **developed and Standardized by Researcher** herself has been used in the present study. Institutional Climate Inventory: Assesses factors like leadership, student-teacher relationships, and school facilities.

Organizational Citizenship Behaviour Inventory has been **developed and Standardized by Researcher** herself has been used in the present study. Organizational Citizenship Behaviour Inventory: Measures behaviour such as altruism, civic virtue, and conscientiousness.

Personality tool by **Dr Y. Singh** and **Dr H.M Singh 2022** was considered. It assesses the extrovert, introvert and ambivert personality.

1.9 STATISTICALLY TECHNIQUES USED IN THE STUDY:

Statistical tool such as ANOVA was employed to analyse and determine the influence of institutional climate and personality on Organizational Citizenship Behaviour. The research design ensured a structured and methodical approach, thereby enhancing the robustness and applicability of the findings to similar educational settings. A quantitative research framework was adopted, involving the administration of standardized inventories to measure both institutional climate and OCB among higher secondary students.

1.10 PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA:

Data analysis in this study focused on examining the influence of institutional climate and organizational citizenship behaviour (OCB) among higher secondary students. Quantitative methods were employed to process and interpret the data collected from 600 students. The ANOVA facilitated an in-depth analysis of how variations in institutional climate and personality influenced OCB. All were computed to provide a clear understanding of the data. Key statistical metrics such as Sum of Squares, Degrees of Freedom, Mean Squares, F-value, and p-value were computed to provide a clear understanding of the data.

TESTING OF THE RESEARCH HYPOTHESIS INFLUENCE OF INSTITUTIONAL CLIMATE, PERSONALITY ON ORGANIZATIONAL CITIZENSHIP BEHAVIOUR AMONGST THE HIGHER SECONDARY STUDENTS

To examine statistically, the **research hypothesis**: "There is influence of institutional climate, personality on organizational citizenship behaviour amongst the higher secondary students" To test this null hypothesis was framed: There is no significant difference in influence of institutional climate, personality on organizational citizenship behaviour amongst the higher secondary students

TABLE NO-01 INFLUENCE OF INSTITUTIONAL CLIMATE, PERSONALITY ON ORGANISATIONAL CITIZENSHIP BEHAVIOUR AMONGST THE HIGHER SECONDARY SCHOOL STUDENTS

S.No	Source of Variance	df	SS	MSS (SS/F)	F (MSS/MSE)	
1	Institutional Climate	2	360.225	11.791	2.90	
2	Personality	2	9022.123	925.260	7.25	Highly significant
3	Interaction (ICXP)	4	9710.650		3.90	Significant
4	Error	591	362151.732	622.40		
5	Total	600				

If degree of freedom is 599, the required value for Anova to be significant at 0.05 level of confidence is 1.98.

By observing the above table, It is evident that the Sum of Square of School of personality among higher secondary students is 360.225 and for Institutional Climate it is 9022.123. The Mean of Sum of Square of personality and Institutional Climate are 11.791 and 925.260, respectively. The F value of Institutional Climate and Personality is 2.90, which is not significant at 0.05 level with degree of freedom 1/591. The covariant Personality F value is 7.25, which is highly significant at 0.05 level. Hence, the research hypothesis – “There is significant difference in influence of institutional climate, personality on organisational citizenship behaviour amongst the higher secondary students” is accepted, and the null hypothesis – “There is no significant influence of institutional climate, personality on organisational citizenship behaviour among higher secondary students is rejected.

As a result, the generalisation has been established that personality plays a decisive and significant role in shaping the Organizational Citizenship Behaviour of higher secondary students, whereas institutional climate does not independently contribute to meaningful differences in OCB. This indicates that students' voluntary and prosocial behaviours are influenced more strongly by their inherent personality traits than by variations in the school environment. Therefore, across the combined sample, OCB appears to be a relatively stable behavioural pattern determined primarily by individual psychological characteristics rather than institutional factors.

1.11 CONCLUSION, DISCUSSION AND SUGGESTION

The **conclusion** of the study provide clear evidence that personality is a significant and decisive factor influencing the Organizational Citizenship Behaviour of higher secondary students (**Organ, 1988; Podsakoff et al., 2000**), while institutional climate does not independently account for substantial variation in OCB. This suggests that prosocial behaviours such as cooperation, empathy, responsibility, courtesy, and voluntary participation are rooted more deeply in students' inherent dispositional traits than in the structural or environmental conditions of the school (**Borman and Motowidlo, 1997; Caprara et al., 2000**). Although the climate of the institution—comprising leadership style, teacher behaviour, peer relationships, and academic atmosphere—creates a general context for learning (**Hoy and Miskel, 2012; Cohen et al., 2009**), it does not appear to directly shape OCB in the same way that personality does. However, the interaction effect, though modest, indicates that a positive and supportive school climate can enhance or facilitate the expression of beneficial personality traits, allowing students with naturally prosocial tendencies to flourish further (**Rioux and Penner, 2001; Singh and Joshi, 2015**). These marks resonate with established behavioural theories which propose that behaviour is an outcome of both personal characteristics and environmental influences (Lewin, as cited in Steinberg, 2014), yet the dominant contribution in this study clearly comes from the personal domain.

The implications of these verdicts are far-reaching for educators, school leaders, and policymakers. Since personality plays a central role in determining OCB, educational institutions should integrate systematic programmes aimed at nurturing emotional intelligence, social skills, self-regulation, resilience, and interpersonal competence (**Caprara et al., 2000**). Life skills education, character-building modules, and social-emotional learning initiatives can significantly strengthen the internal dispositions that contribute to prosocial behaviour (**Steinberg, 2014**). Teachers, being the primary facilitators of student development, must be trained to understand personality differences and adopt instructional strategies that foster empathy, cooperation, and responsible behaviour (**Kaur and Sandhu, 2013**). Additionally, schools should create regular opportunities for students to engage in leadership roles, peer mentoring, service-learning, and community-based activities, as these structured experiences offer meaningful contexts for students to practise and exhibit OCB (**Di Paola and Hoy, 2005**). Although institutional climate was not a significant predictor in isolation, maintaining a supportive, democratic, and emotionally safe school atmosphere remains essential, as it encourages the development and expression of positive personality traits (**Koth et al., 2008; Singh and Jain, 2014**).

Overall, the study concludes that Organizational Citizenship Behaviour among higher secondary students is largely shaped by intrinsic psychological characteristics, while the school environment plays a supplementary and indirect role. Strengthening students' personality traits—rather than relying solely on institutional reforms—emerges as the most effective way to promote voluntary, prosocial, and community-oriented behaviours within educational settings. This insight provides valuable direction for future educational planning and policy development aimed at nurturing responsible and socially constructive adolescents.

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