IMPACT OF PERSONALITY DOMAINS ON ORGANIZATIONAL CITIZENSHIP BEHAVIOUR WITH REFERENCE TO FACULTIES OF ENGINEERING COLLEGES IN COIMBATORE

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Abstract
In any Organization, different roles require different skill sets and aptitudes, which are tied to personality. Not every temperament can be a motivating leader, an engaging front-line customer contact or a micromanaging organizational specialist. Even an entry-level position suitable for minimal skills is better filled by a compatible personality such as one tolerant of repetition and mundane occupation. Organizations are recognizing more and more the importance of personality when looking for candidates to fill job openings.

As far as the OCB in educational institutions are concerned the job profile of the respondents varies hugely when compared to industrial workers. However to bring out the increased productivity, to enhance the efficiency of the faculties in teaching profession and to ultimately inculcate the students they are teaching is definitely assure the influence of OCB in the Educational Institution which is significant among every individual to exhibit their personal domain.

Personality domain have high influence among the faculties working in the institutions it is found that majority of the respondents stated they help others when their workload increases, exhibits punctuality in arriving at work on time in the morning and finally, after lunch and breaks and Helps other employees with their work when they have been absent. It is concluded that all the factor of dimensions namely Extraversion, Emotional Stability, Agreeableness, Conscientiousness and Openness to Experience completely satisfied the Impact of Personality Domain towards Organization Citizenship Behaviour among the faculties working in the Engineering Colleges.

Some of the faculties were found to be anxious that leads to low level of emotional stabilities among them. To elevate their emotional stability and enable to engage themselves in OCB, the anxiety need to be in control among the faculties working in Engineering Colleges.

Organizations to be successful should have employees who go beyond their formal job responsibilities and freely give off their time and energy to succeed at the task. Such behavior is neither prescribed nor rewarded, yet, it contributes to the smooth functioning of the organization. As the industrial world is becoming increasingly globalized day by day, it has become necessary for organizations to give special attention to organizational innovation, flexibility, productivity and responsiveness to exchanging external conditions for their survival and success. It is being increasingly realized that employee behaviours that are beyond the traditional measures of job performance, like Organizational citizenship behavior hold promise for long-term organizational success.

Introduction
In this modern world, our secret of success is personality. The personality speaks more than our words. The personality determines how we are good in our life. People study ones behavior from personality. So, we should concentrate our personality to ensure respect and attention from others. The word personality stems from the Latin word Person which means characteristics patterns of thoughts, feelings, and behaviors that make a person unique. In addition to this, personality arises from within the individual and remains fairly consistent throughout life. Personality is not something that just happens. It is the definite result of cultivation as one goes on in life. Personality can be changed and altered. A poor personality cannot be the result of heredity in the sense that one inherits a good or bad personality. It is the result of our own outlook and response to things around us; this shapes our personalities.

Importance of Personality
The personality is very crucial for the daily life of teachers. It affects their career. The most important aspect is the effect on students. Concerning the teachers' personality, it is important in controlling the lessons and the learning process. The interaction between teachers and students should be considered because personality plays an important role on it. (Lew, W.J.F., 1977, p.10)[1] Moreover, it is true that what teachers do influences what students do. If they show some personality

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[1]   Lew, W.J.F., 1977, "Teaching and the Teacher's personality." Education Journal, No.VI,9-20

traits which are bad, their students will imitate on what they have done. "Many researchers believe that personality will be shown to have an important influence on success in language learning." (Lightbown and Spada, 2003, p.56)[2].

Therefore personality of colleges' staffs is very important task that faculties should possess. Delivering lectures, communicating with students and management, updating themselves, etc are the impact of teachers inside the college. Almost anyone can become a teacher, but it takes a special person to be a great teacher. To inspire not just a great student, but a great person, a teacher must rise above the crowd and make a lasting impression. The teacher should posses following qualities viz. Empathy, Enthusiasm, Creativity, dedication, discipline and of course personality. However, to be an effective teacher, one needs to be qualified as this article outlines. Good personality of teachers is a tool to build up an impression and reliability. Each has an outstanding characteristic. Therefore, teachers should try to develop a good personality to become effective teachers.

Organizational Citizenship Behaviour
Organizational behavior (OB) is the study of human behavior in organizational settings, of the interface between human behavior and the organization, and of the organization itself. OB is multidisciplinary in nature, synthesizing several other fields of study, and this is reflected in the literature.. There are three reasons why Organizational Citizenship Behaviour are not affected by organizational influences:

1. OCB is subtle and therefore hard to objectively rate, which makes for difficult inclusion in appraisals;
2. Some forms of OCB may pull people away from their own work to assist another; and
3. Because OCB cannot be contractually required (if they were required behaviors, they would be contractual behaviors, not OCB), the organization cannot punish employees for not performing them.

Definitions of Organizational Citizenship Behaviour:
Orangizational Citizenship Behaviour[9] is employee behaviors that, although not critical to the task or job, serve to facilitate organizational functioning" (Lee and Allen, 2002, p 132).

Regarding the cooperative system, Katz and Kahn's (1966)[10] extended this argument further. In any organization, they claimed, the system would break down were it not for the "countless acts of cooperation" exhibited by the employees. They further noted that the incentives that motivate such spontaneous, informal contributions are different from those that motivate task proficiency. These insights prompted much of the subsequent research in the area.

The Basic dimensions of Orangizational Citizenship Behaviour are
- **Altruism** - helping specific others,
- **Civic virtue -** keeping up with important matters within the organization,
- **Conscientiousness** - compliance with norms,
- **Courtesy** - consulting others before taking action, and
- **Sportsmanship** - not complaining about trivial matters.

Statement of the Problem
Organisational Citizenship Behaviour is a real phenomenon that has impact over the personality domain and it is associated with job satisfaction level of the employees in their work place. With regards to our study the faculties working in Engineering Colleges it was found that there are few factors that lead the faculties towards de-motivation. Some important factors associated with personality are extraversion, emotional stability, agreeableness, conscientiousness and openness to experience. Other than this, the employees find lack of availability and associability in department, lack of objectivity, multiple roles, etc. From this point of view the researcher would like to find out the difficulties that the faculties facing in

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[2] *Lightbown and Spada, 2003,How Languages are Learned. (7th impression). China: Oxford University Press.*

[9] *Lee, K., & Allen, N. J. (2002). Organizational citizenship behavior and workplace deviance: The role of affect and cognitions. Journal of Applied Psychology, 87(1), 131-142*

[10] *D. Katz, & R. L. Kahn. The social psychology of organizations. New York: Wiley (1966).*

different situations which is based on their opinion that has been surveyed. Through this research the researcher intended to highlight the reasons and impact of Personality on Organisational Citizenship Behaviour. Based on the findings of the study, it is understood whether OCB favouring personalities and their working conditions in the institution.

Need for the Study
Organizational Citizenship Behaviors (OCBs) are a special type of work behavior that are defined as individual behaviors that are beneficial to the organization and are discretionary, not directly or explicitly recognized by the formal reward system. These behaviors are rather a matter of personal choice, such that their omission is not generally understood as punishable. OCBs are thought to have an important impact on the effectiveness and efficiency of work teams and organizations, therefore contributing to the overall productivity of the organization.

In this study the researcher conducts to study a analyse how well the OCB among faculties helps the institution. the need for the study is to find gap and assess the relationship between the 5 personality constructs to better understand the dispositional basis of Organizational Citizenship Behaviors (OCB).

Objectives of the Study
The study is intended on the following objectives:
- To study the Impact of Personality Domains to Organizational Citizenship Behavior with reference to Faculties of Engineering Colleges in Coimbatore.
- To analyse the variation of factors of Personality domain with regard to the personal profile of the faculties.
- To identify the factors influencing the Organisational Citizenship Behaviour among the Faculties.
- To contribute valuable suggestions for the improvement of Organisational Citizenship Behaviour among the faculties working in Engineering Colleges.

Scope of the Study
The study is undertaken to measure Personality domain influencing Organisational Citizenship Behaviour. The study has been conducted among Faculties working in Engineering Colleges in Coimbatore district. Various dimensions of Personality viz. Extraversion, Emotional Stability, Agreeableness, conscientiousness Openness have been studied. The study does not cover any other respondents other than faculties of Engineering Colleges in Coimbatore District.

Limitations of the Study
- One cannot judge an individual to be always consistent. It may be changed over a passage of time. This leads to some chances of bias where the respondents may not be serious in giving their opinion

Research Methodology
The main objective of this research is to find out the impact of Personality factors on Organisational Citizenship Behaviour among Faculties working in Engineering Colleges in Coimbatore District. Here the opinion survey method has been followed in the Aided, Unaided and Government College Faculties. The questionnaire was circulated among the faculties of the colleges for their responses.

Research Design
The main characteristic of descriptive research is that the researcher has no control over the variables, we can only report what has happened or what is happening, most ex-post facto research projects used for descriptive studies make the researcher to seek measure for the items.

Population of the study
The population is the total number of faculties working in the Engineering Colleges in Coimbatore. The population size is 2250.

Sample Frame
The educational institutions particularly Engineering Colleges form the basis of the sampling process in which case they are called as sampling units. A list containing all such sampling units is known as sampling frame. There are 15 engineering colleges in Coimbatore District. Considering the engineering colleges having teaching faculties, the colleges were selected

Research Paper
Impact Factor :3.029
Peer Reviewed & Indexed Journal

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E- ISSN - 2349-6746
ISSN -2349-6738

geographically on placed in east, west, north and south. The population estimated taking into consideration the accessibility and researchers individual convenience the colleges were stratified and confined to 15 engineering colleges from Coimbatore District. There were 2250 total faculties and the sample size taken for the study is only 12% i.e. 275 Faculties working in Engineering Colleges of Coimbatore District. The pre-decided number of samples has been selected based on stratified random sampling method taking into consideration the availability of the faculties in their staff room

Primary and Secondary Data
In this study primary data was selected through structured questionnaire. Secondary data was collected from the publications, magazines, unpublished records and websites.

Statistical Tools for Analysis
The collected data was coded using Statistical Package for Social Sciences (SPSS) and was taken for analysis with the help of tools like Simple Percentage Method, Mean Score Analysis, and Chi Square Test.

Cross Tables
Table No..1, Age of the Respondents and the Impact of Personality Domains towards Organisational Citizenship Behaviour

Age	Organisational Citizenship Behaviour			Total
	High	**Medium**	**Low**	
Below 30 years	16	41	11	68
	29.1%	24.8%	20.0%	24.7%
31 to 40 years	26	77	19	122
	47.3%	46.7%	34.5%	44.4%
41 to 50 years	8	31	18	57
	14.5%	18.8%	32.7%	20.7%
51 and above	5	16	7	28
	9.1%	9.7%	12.7%	10.2%
Total	55	165	55	275
	100.0%	100.0%	100.0%	100.0%

The above table shows that the percentage of high level of impact of personality domain leading to Organisational Citizenship Behaviour among faculties working in engineering colleges was the highest (47.3%) among the respondents belong the age between 31 and 40 years, and the lowest was (9.1%) among the respondents belong to the age above 51 years. The percentage of medium level of impact of personality domain leading to Organisational Citizenship Behaviour was the highest (46.7%) among the respondents in the age from 31 to 40 years, and the same was lowest (9.7%) among the respondents belong the age above 51 years. Finally, the percentage of low level of significance of impact of personality domain leading to Organisational Citizenship Behaviour among faculties was the highest (34.5%) among the respondents belong the age from 31 to 40 years and the same was lowest (12.7%) among the respondents belong the age above 51 years.

CHI-SQUARE TEST
H_0: There is no significant relationship between age of the respondents and impact of personality domain leading to Organisational Citizenship Behaviour.
H_1: There is significant relationship between age of the respondents and impact of personality domain leading to Organisational Citizenship Behaviour.

Table No.2, Age of the Respondents and the Impact of Personality Domains towards Organisational Citizenship Behaviour

Factor	Calculated t^2 Value	Table Value	D.F	Remarks
Age	8.006	12.592	6	Not Significant @ 5% Level

Research Paper
Impact Factor :3.029
Peer Reviewed & Indexed Journal

IJMSRR
E- ISSN - 2349-6746
ISSN -2349-6738

It is clear from the above table that the calculated Chi-square value (8.006) is less than the table value (12.592) and the result is not significant at 5% level. Hence, the hypothesis "age of the respondents and impact of personality domain leading to Organisational Citizenship Behaviour" does not hold good. From the above analysis, it is concluded that there is no significant relationship between the age of the respondents and impact of personality domain leading to Organisational Citizenship Behaviour.

Table no.3, Gender of the respondents and the impact of personality domains towards organisational citizenship behaviour

Gender	Organisational Citizenship Behaviour			Total
	High	Medium	Low	
Male	8	35	7	50
	14.5%	21.2%	12.7%	18.2%
Female	47	130	48	225
	85.5%	78.8%	87.3%	81.8%
Total	55	165	55	275
	100.0%	100.0%	100.0%	100.0%

The above table shows that the percentage of high level of impact of personality domain leading to Organisational Citizenship Behaviour among faculties was the highest (85.5%) among the respondents who are female faculties, and the lowest was (14.5%) among the respondents who are male faculties. The percentage of medium level of impact of personality domain leading to Organisational Citizenship Behaviour was the highest (78.8%) among the respondents who are female faculties, and the same was lowest (21.2%) among the respondents who are male faculties. Finally, the percentage of low level of impact of personality domain leading to Organisational Citizenship Behaviour among faculties was the highest (87.3%) among the respondents who are female faculties and the same was lowest (12.7%) among the respondents who are male faculties.

H_0: There is no significant relationship between Gender of the respondents and impact of personality domain leading to Organisational Citizenship Behaviour
H_1: There is significant relationship between Gender of the respondents and impact of personality domain leading to Organisational Citizenship Behaviour

Table No.4, Gender of the respondents and the impact of personality domains towards organisational citizenship behaviour

Factor	Calculated t^2 Value	Table Value	D.F	Remarks
Gender	2.607	5.991	2	Not Significant @ 5% Level

It is clear from the above table that the calculated Chi-square value (2.607) is less than the table value (5.991) and the result is not significant at 5% level. Hence, the hypothesis "Gender of the respondents and impact of personality domain leading to Organisational Citizenship Behaviour" does not hold good. From the above analysis, it is concluded that there is no significant relationship between the Gender of the respondents and impact of personality domain leading to Organisational Citizenship Behaviour.

Table No.5, Educational Qualification of the Respondents and the Impact of Personality Domains towards Organisational Citizenship Behaviour

Educational Qualification	Organisational Citizenship Behaviour			Total
	High	Medium	Low	
PG	10	40	18	68
	18.2%	24.2%	32.7%	24.7%
M.Phil.	18	54	16	88
	32.7%	32.7%	29.1%	32.0%
Ph.D	27	71	21	119

Research Paper
Impact Factor :3.029
Peer Reviewed & Indexed Journal

IJMSRR
E- ISSN - 2349-6746
ISSN -2349-6738

	49.1%	43.0%	38.2%	43.3%
Total	55	165	55	275
	100.0%	100.0%	100.0%	100.0%

It is found from the above table that the percentage of high level of impact of personality domain leading to Organisational Citizenship Behaviour was the highest (49.1%) among the respondents who possess Doctorate as their educational qualification, whereas the lowest was (18.2%) among the respondents who possess Post Graduation. The percentage of medium level of impact of personality domain leading to Organisational Citizenship Behaviour was the highest (43.0%) among the respondents who possess Doctorate, whereas the lowest (24.2%) among the respondents who are Post Graduates. Finally, the percentage of low level of impact of personality domain leading to Organisational Citizenship Behaviour was the highest (38.2%) among the respondents who posses Doctorate and the lowest (29.1%) among the respondents who possess Master of Philosophy.

H_0: There is no significant relationship between Educational Qualification of the respondents and impact of personality domain leading to Organisational Citizenship Behaviour.
H_1: There is significant relationship between Educational Qualification of the respondents and impact of personality domain leading to Organisational Citizenship Behaviour.

Table no.6, Educational qualification of the respondents and the impact of personality domains towards organisational citizenship behaviour

Factor	Calculated t^2 Value	Table Value	D.F	Remarks
Educational Qualification	3.336	9.488	4	Not Significant @ 5% Level

It is clear from the above table that the calculated Chi-square value (3.336) is less than the table value (9.488) and the result is not significant at 5% level. Hence, the hypothesis "Educational Qualification of the respondents and impact of personality domain leading to Organisational Citizenship Behaviour" does not hold good. From the above analysis, it is concluded that there is no significant relationship between Educational Qualification of the respondents and impact of personality domain leading to Organisational Citizenship Behaviour.

Table no.7, Marital status of the respondents and the impact of personality domains towards organisational citizenship behaviour

Marital Status	Organisational Citizenship Behaviour			Total
	High	Medium	Low	
Married	26	65	13	104
	47.3%	39.4%	23.6%	37.8%
Unmarried	29	100	42	171
	52.7%	60.6%	76.4%	62.2%
Total	55	165	55	275
	100.0%	100.0%	100.0%	100.0%

It is evident from the above table that the percentage of high level of impact of personality domain leading to Organisational Citizenship Behaviour was the highest (52.7%) among unmarried respondents and the lowest was (47.3%) among the married respondents. The percentage of medium level of impact of personality domain leading to Organisational Citizenship Behaviour was the highest (60.6%) among the unmarried respondents and the same was lowest (39.4%) among the married respondents. Finally, the percentage of low level of impact of personality domain leading to Organisational Citizenship Behaviour was the highest (76.4%) among the unmarried respondents and the same was lowest (23.6%) among the married respondents.

H_0: There is no significant relationship between Marital Status of the respondents and impact of personality domain leading to Organisational Citizenship Behaviour.

H_1: There is significant relationship between Marital Status of the respondents and impact of personality domain leading to Organisational Citizenship Behaviour.

Table no.8, Marital status of the respondents and the impact of personality domains towards organisational citizenship behaviour

Factor	Calculated t^2 Value	Table Value	D.F	Remarks
Marital Status	6.969	5.991	2	Significant @ 5% Level

It is clear from the above table that the calculated Chi-square value (6.969) is more than the table value (5.991) and the result is significant at 5% level. Hence, the hypothesis "Marital Status of the respondents and impact of personality domain leading to Organisational Citizenship Behaviour" holds good. From the above analysis, it is concluded that there is significant relationship between Marital Status of the respondents and impact of personality domain leading to Organisational Citizenship Behaviour.

Table no.9, Designation of the respondents and the impact of personality domains towards organisational citizenship behaviour

Designation	Organisational Citizenship Behaviour			Total
	High	Medium	Low	
Assistant Professor	41	110	31	182
	74.5%	66.7%	56.4%	66.2%
Associate Professor	7	30	12	49
	12.7%	18.2%	21.8%	17.8%
Reader	4	10	4	18
	7.3%	6.1%	7.3%	6.5%
Professor	3	15	8	26
	5.5%	9.1%	14.5%	9.5%
Total	55	165	55	275
	100.0%	100.0%	100.0%	100.0%

The above table shows that the percentage of high level of impact of personality domain leading to Organisational Citizenship Behaviour among faculties was the highest (74.5%) among the respondents who are Assistant Professors, and the lowest was (5.5%) among the respondents who are Professor. The percentage of medium level of impact of personality domain leading to Organisational Citizenship Behaviour was the highest (66.7%) among the respondents who are Assistant Professors, and the same was lowest (6.1%) among the respondents who are Readers. Finally, the percentage of low level of impact of personality domain leading to Organisational Citizenship Behaviour among faculties was the highest (56.4%) among the respondents who are Assistant Professors and the same was lowest (7.3%) among the respondents who are Readers.

H_0: There is no significant relationship between Designation of the respondents and impact of personality domain leading to Organisational Citizenship Behaviour.
H_1: There is significant relationship between Designation of the respondents and impact of personality domain leading to Organisational Citizenship Behaviour.

Table no.10, Designation of the respondents and the impact of personality domains towards organisational citizenship behaviour

Factor	Calculated t^2 Value	Table Value	D.F	Remarks
Designation	5.304	12.592	6	Not Significant @ 5% Level

It is clear from the above table that the calculated Chi-square value (5.304) is less than the table value (12.592) and the result is not significant at 5% level. Hence, the hypothesis "Designation of the respondents and impact of personality domain

Research Paper
Impact Factor :3.029
Peer Reviewed & Indexed Journal

IJMSRR
E- ISSN - 2349-6746
ISSN -2349-6738

leading to Organisational Citizenship Behaviour" does not hold good. From the above analysis, it is concluded that there is no significant relationship between Designation of the respondents and impact of personality domain leading to Organisational Citizenship Behaviour.

Table no.11, Salary of the respondents and the impact of personality domains towards organisational citizenship behaviour

Salary	Organisational Citizenship Behaviour			Total
	High	Medium	Low	
Rs.20000 to 25000	9	22	8	39
	16.4%	13.3%	14.5%	14.2%
Rs.25000 to 40000	23	56	9	88
	41.8%	33.9%	16.4%	32.0%
Rs.40000 to 50000	12	37	12	61
	21.8%	22.4%	21.8%	22.2%
Above Rs.50000	11	50	26	87
	20.0%	30.3%	47.3%	31.6%
Total	55	165	55	275
	100.0%	100.0%	100.0%	100.0%

The above table shows that the percentage of high level of impact of personality domain leading to Organisational Citizenship Behaviour among faculties was the highest (41.8%) among the respondents earning between Rs.25000 and 40000 per month, and the lowest was (16.4%) among the respondents earning between Rs.20000 and 25000. The percentage of medium level of impact of personality domain leading to Organisational Citizenship Behaviour was the highest (33.9%) among the respondents earning from Rs.25000 to 40000, and the same was lowest (13.3%) among the respondents earning from Rs.20000 to 25000. Finally, the percentage of low level of impact of personality domain leading to Organisational Citizenship Behaviour among faculties was the highest (47.3%) among the respondents earning above Rs.50000 per month and the same was lowest (14.5%) among the respondents earning between Rs.20000 and 25000.

H_0: There is no significant relationship between the impacts of Salary on personality domain towards Organisational Citizenship Behaviour.
H_1: There is significant relationship between impacts of Salary on personality domain towards Organisational Citizenship Behaviour.

Table No.12, Impact of Salary on Personality Domains towards Organisational Citizenship Behaviour

Factor	Calculated t^2 Value	Table Value	D.F	Remarks
Salary	13.035	12.592	6	Significant @ 5% Level

It is clear from the above table that the calculated Chi-square value (13.035) is more than the table value (12.592) and the result is significant at 5% level. Hence, the hypothesis "impacts of Salary on personality domain towards Organisational Citizenship Behaviour" holds good. From the above analysis, it is concluded that there is significant relationship between the impacts of Salary on personality domain towards Organisational Citizenship Behaviour.

Table No.13, work experience of the respondents and the impact of personality domains towards organisational citizenship behaviour.

Work Experience	Organisational Citizenship Behaviour			Total
	High	Medium	Low	
Below 1 Year	34	89	26	149
	61.8%	53.9%	47.3%	54.2%
1 to 5 Years	8	28	8	44
	14.5%	17.0%	14.5%	16.0%
6 to 10 Years	7	24	13	44

Research Paper
Impact Factor :3.029
Peer Reviewed & Indexed Journal

IJMSRR
E- ISSN - 2349-6746
ISSN -2349-6738

	12.7%	14.5%	23.6%	16.0%
10 Years and above	6	24	8	38
	10.9%	14.5%	14.5%	13.8%
Total	55	165	55	275
	100.0%	100.0%	100.0%	100.0%

The above table shows that the percentage of high level of impact of personality domain leading to Organisational Citizenship Behaviour among faculties was the highest (61.8%) among the respondents having experience below 1 year, and the lowest was (10.9%) among the respondents having experience above 10 years. The percentage of medium level of impact of personality domain leading to Organisational Citizenship Behaviour was the highest (53.9%) among the respondents who have experience below 1 year, and the same was lowest (14.5%) among the respondents who have experience above 10 years and 6 to 10 years respectively. Finally, the percentage of low level of impact of personality domain leading to Organisational Citizenship Behaviour among faculties was the highest (47.3%) among the respondents who have experience below 1 year and the same was lowest (14.5%) among the respondents who have experience above 10 years and between 1 and 5 years respectively.

Suggestions
As far as the OCB in educational institutions are concerned the job profile of the respondents varies hugely when compared to industrial workers. However to bring out the increased productivity, to enhance the efficiency of the faculties in teaching profession and to ultimately inculcate the students they are teaching is definitely assure the influence of OCB in the Educational Intuitions which is significant among every individual to exhibit their personal domain. Based on the facts the following emerging suggestions were provided in the study.

It is found that the extraversion is very important to have a coordinated support it is found that few of the respondents were found to be talkative that will decline the ability of the individual to engage themselves in OCB.

It is suggested that the personality and the individual behavior of the staff members is discretionary which needed to be directly or explicitly recognized by providing formal reward system and that has an aggregate effect on the institution.

It is very important to have any personality motivated. Motivation is the key and has authority over the personality to achieve OCB. The altruistic path is covered quite well in the study which has affiliation motive and part of the achievement motive, but the negative side is more clearly understood from the power motive.

Some of the faculties were found to be anxious that leads to low level of emotional stabilities among them. To elevate their emotional stability and enable to engage themselves in OCB, the anxiety need to be in control among the faculties working in Engineering Colleges.

Few of the faculties were found to rate the trustworthiness of the individuals working in the institution that lead to their agreeableness that they need to have clear understanding of the personality domain of all other faculties to engage themselves in OCB.

Faculties with very less experience have different personalities who engage themselves in the same intensity in certain types of OCB. Whereas one might not need a support from the senior faculties, however, some needs support in order to feel enabled to engage in OCB. Consequently, it might, up to a certain extent, be part of the leader's responsibility whether a certain faculties will engage in OCB or not.

Conclusion
The opinion survey method has been followed in the Aided, Unaided and Government College Faculties. The questionnaire was circulated among the faculties of the colleges for their responses. The most important part of the scientific research is the research design. It offers a firm basis for drawing conclusion from data collected. The research design used in the study is descriptive in nature. It is concluded that there were 2250 total faculties and the sample size taken for the study is only 12% i.e. 275 Faculties working in Engineering Colleges of Coimbatore District. The researcher used the simple random sampling method. The objective of the study has been accomplished with the help of primary data collected from 275 faculties. The

selected samples were met in person to whom the questionnaire was handed over and the required data was collected which included all the subject variables of impact of personality factors on OCB. The collected data was coded using SPSS package and was taken for analysis with the help of tools like Simple Percentage Method, Score Value Analysis, Chi Square Test, and One-Way ANOVA

It is clear that however, Personality domain have high influence among the faculties working in the institutions it is found that majority of the respondents stated they help others when their workload increases, exhibits punctuality in arriving at work on time in the morning and finally, after lunch and breaks and Helps other employees with their work when they have been absent. It is concluded that all the factor of dimensions namely Extraversion, Emotional Stability, Agreeableness, Conscientiousness and Openness to Experience completely satisfied the Impact of Personality Domain towards. Organization Citizenship Behaviour among the faculties working in the Engineering Colleges.

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