ORGANIZATIONAL CITIZENSHIP BEHAVIOUR OF SCHOOL TEACHERS IN RELATION TO THEIR GENDER AND TYPE OF EXPERIENCE

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ABSTRACT

The present study reveals the organizational citizenship behaviour of school teachers in relation to their gender and type of experience of schools of Ludhiana district. For this study 200 secondary school teachers were taken. Self-developed questionnaire of organizational citizenship behaviour of teachers was used to collect the data. A significant difference exists in the mean scores of organizational citizenship behaviour among school teachers with respect to gender. Further significant difference exists in the mean scores of organizational citizenship behaviour among school teachers with respect to teaching experience.

Introduction

Chester Barnard observed the phenomena of Organizational Citizenship behavior in the 1930's and named it 'extra-role behavior", (Barnard, 1938). Later on (Katz, 1964) used the term "Citizenship" to represent the workers that showed "extra role behaviours". Organizational citizenship behavior provides an insight towards employees' inclination to help and cooperate to make a contribution towards improving productivity, fulfillment of both employees and customers services and quality. Organizational citizenship behavior is not only perceived to make important contributions to organizational performance but are regarded by organizational leaders as important in performance of individuals, (Borman, White and Dorsey, 1955).

An organizational citizenship behavior helps employees and supervisors in an organization to use scarce resources to maintain functions, for productive purposes. Productivity leads managers & employees both to work towards organizational goals. Managers are able to devote a greater proportion of their time in fulfilling organizational goals by planning, scheduling, problem solving and organizational analysis activities. Research has documented that the key to overall performance in the minds of managers are the extra things employees do that go above and beyond the call of duty and enhance the effectiveness of their organizations. Workers perceived to be the most effective by managers are those who are not only productive themselves, but also make those around them more productive by helping them, by being good sporter and revealing civic virtue (Podsakoff and Mackenzie, 1994). Organizational citizenship behavior is defined as favourable, natural and voluntary, non obligatory behaviours of the workman of an organization who have open general intentions (Hunt, 1999). Organizational citizenship behaviours are identified as employee behaviours that, although not critical to the task or job, serve to facilitate organizational functioning (Lee and Allen, 2002). According to Organ, Podsakoff and Mackenzie, (2006), organizational citizenship behavior is individual behavior that is unrestricted, not directly or explicitly recognized by the formal reward system that is in the aggregate promotes for effective functioning of the organization. Moreover, it has been stated that this behavior is not the product of requirements demanded by job functions or descriptions; it is simply the product of personal decisions.

Organizational citizenship behavior among the workers in organizations increases the efficiency of the workers by the co-ordination of the working groups, helps to keep and attract the most efficient workers, the institutional commitment, the sustainability of the performance of the organization,

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and to the adaptation of the organization to environmental changes (Cohen and Vigoda 2000). Thus by the sum up of definition organizational citizenship behavior helps in

- Increases productivity
- Efficient use of free up resources
- Facilitates teamwork & cooperation
- Enhances effective work relationship
- Better utilization and creation of social capital

Although organizational citizenship behavior has attracted the attention of many researchers, this concept has received attention in the field of schools. Like are organizations, it is necessary for schools to develop a culture of working together towards the goal of providing the best education for student. The successful schools house teaches who perform more than their job description. That being said, developing organizational citizenship behaviour within organization in important to creating a culture of success within the school. The higher the levels of organizational citizenship behaviour within the school the more likely, personnel will be to go above and beyond their normal work environment in order to make organization a success.

Teachers' organizational citizenship behaviour helps teachers to facilitate the students with class materials, acquire expertise in new areas that contribute to their work, efficiency in social activities of teachers. Organizational citizenship behaviour is important for teachers as it is positively associated with the quantity and quality of work group performance, organizational efficiency, profitability, customer satisfaction, employee satisfaction and employee commitment, Allen and Rush (1998) for many years researchers have sought to account for the variance in teacher organizational citizenship behaviour by investigating demographic characteristic, psychological variables or organizational structures. Studies were conducted because it is believed that organizational citizenship behaviour reflects a "good soldier syndrome" which is necessary for the prosperity and good functioning of every organization, organ (1998).

So we can conclude that organizational citizenship behaviour and various other variables also significantly correlate with each other. On the basis of various reviewed studies we can say that organizational citizenship behaviour helps to increase job satisfaction and organizational commitment of teachers which in turn decrease their turnover intentions (Aslam 2012). (Ogunleye, 2014) found correlation between organizational based self esteem and organizational citizenship behavour. Some other studies like (Dhiman 2014, Holsblat 2014, Rauf 2014, Ozdem 2012) also showed a relationship between organizational citizenship behaviour and other variables.

Hypotheses of the Study

1.   a)   There exists no significant difference in mean scores of organizational citizenship behaviour among school teachers with respect to gender.

     a)   There exists no significant difference in mean scores of organizational citizenship behaviour among school teachers with respect to teaching experience.

Methods and Procedure

A quantitative, descriptive survey was used. The aim of the study seeks to extend previous international studies by measuring a wide variety of organizational citizenship behaviour. The research approach used in this study is quantitative. For this study the population consisted of the teachers from government and private schools of Ludhiana district. The researcher identified experiences by school teachers to describe the relationship between organizational citizenship behaviour, teacher empowerment and work motivation.

Sample of the Study

In this study the subjects of the population were teachers from govt. and private schools of Ludhiana district. Purposive sampling of the teachers was seen as acceptable in this study, in that the researcher knew the population elements of the selected school teachers. All teachers working in the selected schools were approached and requested to participate in the study. The method was also found to be convenient and economical. This study has been conducted on a sample of 200 school teachers from the govt. and private schools of Ludhiana

district. Multi stage stratified sampling technique has been used. School teachers were selected randomly through stratified sampling randomly from government and private schools on the basis of gender and experience in job (below and above 10 years) on proportional basis.

Tools Used for Data Collection

Organizational Citizenship Behaviour Tool was developed by investigator and used for data collection. This tool has five dimensions as Organization Citizenship Behaviour towards parents, Organization Citizenship Behaviour towards students, Organization Citizenship Behaviour towards colleagues, Organization Citizenship Behaviour towards institution and Organization Citizenship Behaviour towards community. Each item alternative is assigned a weight ranging from 5 (strongly agree) to 1(strongly disagree) for organization citizenship behaviour items. The theoretical range of scores is 56 to 280 with the higher score indicating more organizational citizenship behaviour level. And the theoretical range of scores for various areas of organizational citizenship behaviour is 10 to 56 with the lower score indicating low organizational citizenship behaviour.

Results and Conclusions

Table 1: Mean differentials in organizational citizenship behaviour among school teachers with respect to gender (N=250)

Variable	Gender	N	Mean	Standard Deviation	SEd	t-ratio
Organizational Citizenship behaviour	Male	250	210.86	17.29	1.51	3.02**
	Female	250	215.41	16.32		

**** Significant at 0.01 as well as 0.05 level of confidence.**

Entries made in above table 5.3.1 reveal that mean scores of organization citizenship behaviour of male school teachers is 210.86 and their standard deviation is 17.29. Mean score of organization citizenship behaviour of female school teachers is 215.41 and their standard deviation is 16.32. The value of SEd is 1.51 and the calculated t-value is 3.02 which is greater than 1.96 and 2.58. The t-value is highly significant at 0.01 as well as 0.05 level of confidence. It means that there is a significant difference in **organizational citizenship behaviour among school teachers with respect to gender** i.e. male school teachers and female

school teachers. Further it is observed that mean scores of organization citizenship behaviour of female school teachers are more than the male school teachers. It is clear that female teachers have more organizational citizenship behaviour as compared to male school teachers. This may be due to the fact that as feminine behaviours have been characterized to be more focused and committed. Females are assumed to be more helpful and altruistic. Therefore **Hypothesis 1** stating that "there exists no significant difference in mean scores of organizational citizenship behaviour among school teachers with respect to gender" stands rejected.

Table 2: Mean differentials in organizational citizenship behaviour among school teachers with respect to teaching experience

Variable	Experience	N	Mean	Standard Deviation	SEd	t-ratio
Organizational Citizenship behaviour	Less than 10 years	271	210.44	17.24	1.50	3.60**
	More than 10 years	229	215.83	16.24		

**** Significant at 0.01 as well as 0.05 level of confidence.**

Entries made in above table 5.3.1 reveal that mean scores of organization citizenship behaviour of school teachers with less than 10 years teaching experience is 210.44 and their standard deviation is 17.24. Mean score of organization citizenship behaviour of school teachers with more than 10 years teaching experience is 215.83 and their standard deviation is 16.24. The value of SEd is 1.50 and the

calculated t-value is 3.60 which is greater than 1.96 and 2.58. The t-value is highly significant at 0.01 as well as 0.05 level of confidence. It means that there is a significant difference in **organizational citizenship behaviour** between both the groups i.e. School teachers with less than 10 years teaching experience and school teachers with more than 10 years teaching experience. Further it is observed that mean scores of organization citizenship behaviour of school teachers with more than 10 years teaching experience are more than the scores of school teachers with less than 10 years teaching experience. It is clear that school teachers with more than 10 years teaching experience have more organizational citizenship behaviour as compared to school teachers with less than 10 years teaching experience. This may be due to the fact that experienced teachers are more acquainted with the environment and feel comfortable in the organization, which increases positivity and dedication that leads experienced teachers to exhibit organization citizenship behaviour.

Therefore **Hypothesis 2** stating that "there exists no significant difference in mean scores of organizational citizenship behaviour among school teachers with respect to teaching experience" stands rejected.

Conclusions

On the basis of statistical analysis of data, the following conclusions were drawn:

Differential analysis of organizational citizenship behaviour among school teachers with respect to gender. A significant difference exists in the mean scores of organizational citizenship behaviour among school teachers with respect to gender. The present result supports the findings of D'souza (n.d) and Farooqui (2012) that found a significant difference exists in organizational citizenship behaviour of school teachers on the basis of gender. But the findings of KarthiKeyan & RajaMohan (2011), Dhiman (2014) contradict that teacher educators do not differ significantly with respect to gender on the variable organizational citizenship behaviour.

A significant difference exists in the mean scores of organizational citizenship behaviour among

school teachers with respect to teaching experience. The present result supports the findings of D'souza (n.d), KarthiKeyan & RajaMohan (2011) that found a significant difference in organizational citizenship behaviour of school teachers on the basis of teaching experience. But the findings of Dhiman (2014) contradict that found no significant difference in organizational citizenship behaviour of school teachers on the basis of teaching experience.

Educational Implications

The present study revealed that organizational citizenship behaviour can be increased by enhancing empowerment and work motivation. This study has practical as well as theoretical implications. Teaching profession is becoming more professional day by day. Teachers need to act beyond the professional duties as they are the national builders by preparing young ones, the milestones of future. There is a need for stakeholders in education i.e. education officials, zonal directorate of education officials, principals and among others to provide a ground where teachers empowerment and motivation would be enhanced to enable them exhibit organizational citizenship behaviour. It is worth noting that workers who exhibit organizational citizenship behaviour tolerate reasonable inconvenience without complaint, help colleges and positively assist towards realization of organizational objectives (Dipaola and Mendesda, 2009).

To increase organizational citizenship behaviour among teacher administrators, principals need to interact with their teachers fairly and justly. Mutual trust plays a decisive role in coronation and assistance to employees, so principals should try to create a trusting and confidential environment to prevail in the institution by making personal instruction harmony and a sense of fairness and generosity.

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