

Organizational Citizenship Behavior in Enhancing the Performance of Teachers Behaviour in Schools: An Empirical Approach

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Abstract

The world is looking forward to high performance organizations that provide high job satisfaction to their employees and would also cherish excellence and effectiveness. This could be achieved if the concept of organizational citizenship exists. Organizations need employees who are willing to exceed their formal job requirements. Exceeding formal job requirements is commonly referred to as Organizational citizenship behavior (OCB). The current study explores the impact of OCB among the selected higher secondary school teachers of Government, private schools in Erode District of Tamilnadu, India. The study was conducted with 120 teachers from 4 schools – two from government and two from private schools. The existence of OCB varies with the type of school – government / private. The major factors influencing OCB was indentified with factor analysis. The implications of the study are relevant to other studies regarding employees' performances, its assessment and influence on organizational efficiency, and its effectiveness and success. Recommendations are made for further research that could bring more light on OCBs as a unique phenomenon at work place.

Key Words: *citizenship behaviors, OCB, organizational effectiveness, government and government aided schools.*

Introduction

Organizations survive or prosper with their members behaving as good citizens by engaging in all sorts of positive organization-relevant behavior. Successful organizations need employees who will do more than their usual job duties and provide performance that is beyond expectations. The effective functioning of an organization depends on employee efforts that extend beyond formal role requirements (Barnard, 1938; Katz & Kahn, 1966; Organ, 1988). Organ (1988) termed these extra efforts as “organizational citizenship behaviors” (OCB), and defined them to include activities that target other individuals in the workplace (e.g., helping coworkers or communicating changes that affect others) and the organization itself (e.g., actively participating in group meetings or

representing the organization positively to outsiders). The five factor model of Organ (1988) that explains OCB include “altruism (helping either colleagues or clients), courtesy (polite and respectful behaviours that prevent problems for others), conscientiousness (acceptance of and compliance with policies and procedures), civic virtue (taking on extra responsibilities and being involved in the professional life of an organization), and sportsmanship (tolerating inconveniences and impositions)”

Organizational citizenship behaviors describe actions in which employees are willing to go above and beyond their prescribed role requirements. Organizational Citizenship Behavior is a unique aspect of individual activity at work, first mentioned

in the early 1980s. Over the past three decades, interest in these behaviors has increased substantially. A few studies have shown that OCB are positively related to indicators of individual, unit, and organizational performance (George & Bettenhausen, 1990; Karambayya, 1990; Podsakoff, Ahearne, & MacKenzie, 1997; Podsakoff & MacKenzie, 1994; Walz & Niehoff, 2000). These behaviours may not be rewarded directly but benefit the organization to a greater extent.

OCB among teachers is studied as the schools thrive to secure better results especially during the public examinations of class 10 and 12. Teachers working in this school stay back for long hours to make the students perform. This performance exerted by the teachers is not common across all schools. It varies with the environment in which they are. OCB play a major role in bringing in the extra efforts in teachers that shapes the students to meet their future job requirements. The level of OCB may differ from person to person due to their individual differences, environmental impact and so on. The research studies the level of OCB exerted by teachers working in different environments, i.e., private or government schools and the factors influencing them.

Statement of the Problem

Research of organizational citizenship behaviors has been extensive since its introduction around twenty years ago (Bateman & Organ, 1983). The vast majority of organizational citizenship behavior research has focused on the effects of organizational citizenship behavior on individual and organizational performance. There is consensus in the field that, organizational citizenship behaviors are salient behaviors for organizational

enterprises. However, the antecedents of organizational citizenship behaviors are not well established. The current study explores the impact of OCB among the selected higher secondary school teachers of government, and private schools in Erode District. The paper tries to explore the factors influencing OCB on performance of the teachers and explains on the methods to improve OCB.

Review of Selected Literature

Jimmieson et.al (2010) investigated the impact of teachers' organizational citizenship behaviors (OCBs) on student quality of school life (SQL) via the indirect effect of job efficacy. A measure of teacher OCBs was developed, tapping one dimension of individual-focused OCB (OCBI - student-directed behaviour) and two dimensions of organization-focused OCB (OCBO - civic virtue and professional development). A significant proportion of variance in SQL was attributable to classroom factors. Analysis revealed that the civic virtue and professional development behaviors of teachers were positively related to their job efficacy. The job efficacy of teachers also had a positive impact on all five indicators of SQL. In regard to professional development, job efficacy acted as an indirect variable in the prediction of four student outcomes (i.e., general satisfaction, student-teacher relations, achievement, and opportunity) and fully mediated the direct negative effect on psychological distress

Bogler and Somech (2005) seeks to enrich the understanding of citizenship behavior in the school setting by identifying the main factors that may enhance this behavior among teachers. Specifically, it examines the direct effect of teachers' participation in decision making (PDM) on their OCB, and the impact of teacher empowerment, as a

mediating variable, on this relationship. The result reveals that involvement in decision-making processes induces teachers to take on new roles and have a more direct impact on school life, which in turn might lead them to invest extra efforts in achieving school objectives.

Bachrach et.al (2006) examined the influence of task interdependence on the importance attributed to organizational citizenship behavior (OCB) in evaluations of employee performance in three studies. In Study one, 238 undergraduates were exposed to a task interdependence manipulation and a unit-level performance manipulation and provided citizenship ratings. In Study two, 148 master of business administration students were exposed to a task interdependence manipulation and then rated the importance of OCB in their evaluations of employee performance. In Study three 130 managers rated the task interdependence in their unit of principal responsibility and the importance of OCB in their overall evaluations of employee performance. The results suggest that task interdependence may affect the importance attributed to OCB.

Hannam and Jimmieson (2002) seeks to explain the higher level of teacher exhaustion associated with higher level of student satisfaction by considering a construct known as extra-role or organizational citizenship behaviour (OCB). Teacher OCB may include extra efforts to make lessons enjoyable and interesting, organizing extra-curricular activities and spending personal time talking with students. The proposed model of analysis generally suggests that the three components of chronic occupational stress - exhaustion, depersonalization and reduced accomplishment - occur together. However, the paper proposes that although

teachers who engage in more OCB experience more exhaustion, they may simultaneously increase their feelings of personal accomplishment and work identification, which may in turn help to avert burnout. It is argued that only with this particular set of job attitudes are the effects of exhaustion caused by high levels of OCB sufficiently buffered to avoid job burnout, and thus positively affect students' quality of school life.. The preliminary findings reported herein are part of a larger ongoing study investigating the consequences of stress and OCB among primary school teachers.

Bogler & Somech (2004) focuses on the relationship between teacher empowerment and teachers' Organisational commitment, professional commitment and OCB. It examines the subscales of teacher empowerment that can best predict the outcomes. Data was collected from 983 middle and high school teachers in Israel. The six dimensions of teacher empowerment - decision making, professional growth, status and self efficacy, autonomy and impact were considered. Pearson correlation and multiple regression analyses indicated teachers' perception of their level of empowerment are significantly related to their feelings of their commitment to their organization, to profession and to their OCB status and self efficacy. Among the six subscales of empowerment, professional growth, status and self efficacy were significant predictors of organizational and personal commitment while decision making, self- efficacy and status were predictors of OCB.

Scope of the Study

Katz and Kahn (1978) pointed out that organizational citizenship behaviour is important in organizations. Organizational citizenship can be extremely valuable to

organizations and can contribute to performance and competitive advantage (Nemeth and Staw 1989). Though less amount of research is done to understand OCB among the school teachers, it is equally important to that of corporate employees. The primary reason to understand the existence of OCB and factors influencing the same is to help schools to concentrate on these factors to enhance the performance of their teachers. Moreover the profession of school teacher is noblest and enjoys larger autonomy. As it also involve more interpersonal skills, the behaviour of the teachers with students, colleagues, parents and the institution is driven by their commitment or citizenship behaviour. This again reflects on the effective functioning of the schools. So it becomes imperative to understand the ways that enhances the performance of teachers. The study brings the clear understanding of the different in OCB as revealed by different types of schools and the factors that the schools can concentrate to enhance the OCB of their teachers. This again will reflect on the performance of the students, the brand name of the institution as such.

Objectives of the Study

The objective of the study is to explore factors contributing to OCB among the teachers working in different environments ie. of private and government schools. In specific the objectives are:

1. to identify the major dimensions of OCB that exists in schools;
2. to study the existence of levels of OCB among different categories of school teachers working in different environments; and
3. to understand the major factors that influences OCB among school teachers

Hypothesis

In order to substantiate the objectives, following hypothesis are formulated

- H₁: There exists no difference in the level of OCB among government and private school teachers.
- H₂: There exists no relationship between age of the teachers and extent of OCB revealed
- H₃: There exists no relationship between gender of the teachers and extent of OCB revealed
- H₄: There exists no relationship between educational qualification of the teachers and extent of OCB revealed
- H₅: There exists no relationship between the experience of the teachers and extent of OCB revealed
- H₆: There exists no relationship between the salary of the teachers and extent of OCB revealed

Research Methodology

The empirical study was conducted to identify the variables influencing OCB among the higher secondary school teachers of government, and private schools. Descriptive research was conducted that established hypothesis and concluded the research. For this purpose, primary and secondary data was collected. Primary data was collected from the teachers in the sampling unit. It includes the data related to variables measuring OCB and the factors influencing the same. Secondary data was collected from journals and databases like Ebsco and Emerald. The district of Erode was selected as the sampling frame from where the study was conducted. Judgmental sampling method was used to collect data from the teachers in higher secondary schools of

government, and private schools. The judgment used was, top performing and least performing schools during the previous three years in each category with the pass percentage in higher secondary. Two schools in each category was selected; one top performing and one least performing during the previous three years. 30 teachers in each school were selected as the sample and a total of 120 teachers were selected for the study.

The dimensions with which OCB was measured were student focused, organization focused, and focused towards coworkers. These were identified from the literature reviews and questionnaire was formulated incorporating them. These dimensions were measured with a five point likert scale with seven questions in each category. The 21 questions together explain the level of OCB exerted by the teachers in their respective schools. In order to identify the factors influencing OCB, likert scale was used and the factors influencing the OCB of school teachers are identified. These variables were grouped into three heads as organizational variables, situational variables and individual variables. Organizational variables include: high performance work system, task for specific duration, organizational identification, positive work climate, organizational resources, climate and culture, work place justice, enhanced perception, group cohesion, group consensus, efficacy, value expression and the like. Situational variables include: emotional and job related strain, environmental factors, organizational constraints interpersonal conflict, pro-social behaviour, social exchange, cultural harmony lack of expected reward, role overload and the like. The individual variables are: effort, personality, motives, individual differences, voluntary work behaviour, trust, rewards,

self regulation, autonomy, communication, recall, commitment, self efficacy and diligence.

The instrument developed was tested for content and construct validity by testing it with a sample of 12 teachers who have atleast 10 years of experience representing three form each category of school (two private schools of which one schools result was the best and the other school was least and two government schools where one was doing well with results and the other was not good in results in public examination of 12th class). Based on this, five questions in the scale used to understand the importance of the factors were altered and questions to enquire the measures to improve the students performance was incorporated. Data was collected with the questionnaire from the sample of 120 teachers from 4 schools in Erode district. The scales used to measure the dimension of OCB and factors influencing OCB was tested for reliability using Croanbach alpha score. The alpha coefficient varies between the values 0 to 1. If the score is closer to the value '1', the internal consistency in the questionnaire is perfect and if the score is closer to '0' the there is poor internal consistency among the questions in the scale constructed. Cronbach's alpha measures how well a set of items (or variables) measures a single uni-dimensional latent construct. Cronbach's alpha can be written as a function of the number of test items and the average inter-correlation among the items. Cronbach's α is defined as

$$\alpha = \frac{N}{N - 1} \left(1 - \frac{\sum_{i=1}^N \sigma_{Y_i}^2}{\sigma_X^2} \right)$$

where N is the number of components (items or testlets), σ^2 is the variance of the observed total test scores, and σ_i^2 is the variance of component i.

The Chronbach alpha score for the scale established to measure the factors influencing OCB was 0.748 which is greater than 0.5. Thus, the internal consistency of the questionnaire was good enough to proceed for further data collection and analysis.

Tools Used for Analysis

Percentage analysis is used to understand the distribution of the sample in different age categories, gender, qualification, experience and income.

Chi-square test is used to test if a sample of data came from a population with a specific distribution. The formula used is

$$\chi^2 = \sum_{i=1}^k (O_i - E_i)^2 / E_i$$

where O is the observed frequency and E is the expected frequency. Chi square is performed in SPSS to identify the relationship between demographic variables and the amount of OCB exerted by the teachers.

Vast review of literature is made to understand the dimensions that measure OCB and three dimensions with 7 questions each is formulated.

Independent t-test is performed with SPSS 16.0 to understand the difference in the level of OCB measured with two different categories of schools, private and government.

Factor analysis is a statistical approach that can be used to analyze interrelationships among a large number of variables and

explain these variables in terms of their common underlying dimensions (factors). This statistical approach involves finding a way of condensing the information contained in a number of original variables into a smaller set of dimensions (factors) with a minimum loss of information. Principal Component Analysis method of factor analysis with Varimax rotation is chosen and executed with SPSS 16.0. Factor analysis is used in this research to identify the factors which influence the OCB of the teachers.

Results and Discussion

This section analyses the data collected from the school teachers of Erode district. Table 1 explains the demographic profile of the respondents.

Table 1:
Demographic Profile of the Respondents

Variables	Categories	No. of Respondents	Percentage (% to total of that category)
Gender	Male	42	35
	Female	78	65.0
Age (in Years)	Less than 20	0	0.0
	20-25	4	3.3
	25-30	34	28.3
	30-35	33	27.5
	35-40	39	32.5
	40 and Above	10	8.3
Educational Qualification	School Level + Teacher Training	12	10.0
	Graduates	47	39.2
	Post Graduates (PG)	34	28.3
	PG with Teacher Training	19	15.8
	Others	8	6.7
Total Teaching Experience (in Years)	Less than 5	17	14.2
	5-10	53	44.2
	10-15	37	30.8
	15 and Above	13	10.8
Experience in the Current Organization (in Years)	Less than 3	15	12.5
	3-6	18	15.0
	6-9	57	47.5
	9-12	18	15.0
	12 and Above	12	10.0
Monthly Salary (in Indian Rupees)	Less than 5,000	4	4.1
	5,000-10,000	13	13.3
	10,000-15,000	10	10.2
	15,000-20,000	21	21.4
	20,000 and Above	50	51

From the sample of teachers selected for the study, majority of them are female (65%). Most of them fall under the age group of 25 years to 40 years with graduation or post graduation. Around 50 percent of the sample teachers have 5 to 10 years of experience and served the same organization. Salary varies between private and government schools. Some of the private school teachers were not willing to disclose their salary. The data available from 98 teachers explain that majority of them earn Rs. 20,000 and above as their monthly salary. The information about salary is the take home salary.

The demographic information collected explains the distribution of sample under different categories. The association of these variables on the amount of OCB exercised is studied with chi-square test. The extent of OCB is measured with the teacher's behaviour with students, teacher's behaviour with co-workers/colleagues and teachers behaviour with the institution. A scale with 7 questions in each section was established and their association is checked with demographic variables and their association is listed in the table 2.

**Table 2:
Association between Demographic
Variables and OCB**

Variables	Pearson Chi-Square Value	p-value	Accept / Reject* H ₀
Age	0.487	0.475	Accept H ₂
Gender	0.334	0.846	Accept H ₃
Educational Qualification	0.070	0.956	Accept H ₄
Experience of the Teachers	18.28	0.021	Reject H ₅
Monthly Salary	12.60	0.002	Reject H ₆

* Accept / Reject Null Hypothesis at 5 % level of significance

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Table 3: Independent t-test

t-Ratings	t-value	df	Sig. (2-tailed)
	-2.745	119	.010

The table explains that the significance of t-test is 0.10 which explains that at 5 percent level of significance H₁ is rejected. So there exists difference in the level of OCB exerted by the two groups measured, private and government school teachers.

Factors Influencing OCB

OCB is influenced by various factors as studied from the literature reviews. The level

of importance of these factors as measured by likert scale is analyzed with factor analysis to understand the major factors that influences the OCB among high school teachers. Out of the elements, the most preferred elements by respondents are identified, ranked and presented in table 5.6.

KMO (Kaiser - Meyer - Olkin) measures explaining sampling adequacy is 0.690. This shows that sample size is adequate enough (as greater than 0.5) to draw conclusions. Factor analysis is performed to extract the major factors influencing OCB among teachers from the combination of 16 variables considered for study. Table 4 giving total variance explained shows that the factors extracted with Eigen values more than one are five and it has an explanatory power of 74.1 percent. These factors are identified from the rotated component matrix and presented in table 5.

Table 4: Factor Analysis - Total Variance Explained Matrix

Comp onent	Initial Eigen values Total	Rotation Sums of Squared Loadings Total	% of Variance	Cumulative %
1	3.484	3.283	23.447	23.447
2	2.044	1.999	19.280	42.727
3	1.719	1.785	12.752	55.479
4	1.234	1.320	9.431	64.909
5	1.193	1.287	9.193	74.102
6	.951			
7	.862			
8	.790			
9	.707			
10	.543			
11	.406			
12	.389			
13	.324			
14	.238			
15	.120			
16	9.876E-02			

Extraction Method: Principal Component Analysis

In order to understand the factors extracted, rotated component matrix with Varimax rotation is analyzed.

Table 5: Factor Analysis - Rotated Component Matrix

Attributes / Comp onents	1	2	3	5	4
1	.221	-.130	.755	5.193E-02	-3.267E-02
2	.103	.806	-.111	-.139	-.206
3	.302	.153	-.355	6.664E-02	.535
4	-.169	.759	-.254	-3.719E-02	.224
5	-.146	.186	.231	.127	.146
6	-5.227E-02	4.720E-02	.890	-6.834E-02	6.441E-02
7	-.115	3.553E-02	.115	-5.069E-02	.792
8	-.157	-1.624E-02	.135	.855	.145
9	.821	-3.464E-02	-5.204E-02	.261	-.233
10	.771	9.170E-02	.180	-.238	-.211
11	.729	4.249E-02	.264	-.187	.352
12	.417	-.127	-.126	-9.828E-02	.541
13	.353	-.291	-2.668E-02	-1.043E-02	5.126E-02
14	3.873E-02	-1.673E-02	-.115	.579	-.159
15	.157	-0.0624	.065	.347	.145
16	-3.452E-02	-.213	-.012	.167	.823

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. a. Rotation converged in 7 iterations.

The variables with loadings 0.7 and more were selected. The first factor is loaded with Organizational Variables that includes: Organizational identification, positive work culture, and organizational culture. These variables influence the viewers to the extent of 23.4 percent. The second factor that influence OCB are (to the extent of 19.2 percent) cultural harmony and work place justice are combination of organizational and situational variables. The third major factor that influences OCB is environmental factor that is again an exclusive situational variable. The fourth and fifth factors are individual

factors. The fourth one is the combination of voluntary work behaviour and commitment and fifth factor include the commitment of the teachers. The explanatory power of all the factors together is 74 percent that is good enough to understand the existence of OCB in teachers.

Summary of Findings and Conclusion

The study reveals that OCB in different environment varies among the teachers. This has brought difference in the level of OCB exerted by private and government schools. The variables like salary and experience of the teachers has a significant impact on the level of OCB exerted by teachers. The variables that enhance OCB can be grouped into organization specific, situation specific, resource specific, and individual specific. Thus the study help the management of the schools (private / government) to understand the factors that they can look on to enhance the OCB of their teachers that will again may reflect in the behaviour of students.

Limitations of the Study

Though the study brings in more relevance to understand the factors that influence OCB in teachers that can be incorporated in schools, it has certain limitations. The study is confined to a limited universe and a limited sample that may pose restriction in generalizing the study. The study reveals that there exists difference in the level of OCB revealed by government and private school teachers. So factors identified by factor analysis may not be the same for both the categories. Separate factor analysis will give more clarity for further recommendation.

Scope for Further Research

The research is conducted in a small universe which can be extended nationwide to understand the level of OCB in different categories of schools that will help the policy implementers to understand the factors to consider in enhancing the commitment among teachers. The OCB exerted by the

teachers may not only vary across the type of schools but also across the cities or places. So research perused with these variables will bring a broader spectrum to the body of knowledge.

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