CHAPTER – V

SUMMARY AND CONCLUSION

In this chapter, a summary of findings is presented and discussed with reference to the objectives of the study and the proposed hypotheses. On the basis of the findings, conclusions are drawn and suggestions are made to enhance OCB among the higher secondary school teachers. Also the implications for further research in this area are outlined.

Objectives of the Study

The primary objective of the study is to understand OCB among the teachers of private, government and government aided schools. In specific the objectives are:

1. To identify the major dimensions of OCB that exists among the teachers in schools
2. To study the existence of OCB among teachers of different types of schools – government, government aided and private
3. To understand the factors that influences OCB among school teachers; and
4. To formulate a model that classifies the teachers based on their citizenship behaviour
Methodology

The study aims at suggesting methods of enhancing teachers organisational citizenship behaviour (OCB). The relevant population for this research is the higher secondary school teachers of government, government aided and private schools of selected districts in Tamilnadu. The sample area are the districts of Namakkal, Erode and Tirupur. The three districts selected for the study represent the three strata from where the samples are selected at random. Disproportionate stratified random sampling is adopted to select 150 sample teachers from each district representing government, government aided and private schools of Tamilnadu state.

The study focuses on the methods of enhancing the levels of OCB among the school teachers in the southern districts of Tamilnadu state, India. The independent variables of the study are gender, educational qualification, total experience and their experience with the current organisation, type of school working with and the monthly salary drawn. These variables are analyzed with the various levels of OCB to find out their relationship of each independent variable with the prevalence of OCB.

The determinants of OCB are explained with the dimensions measuring OCB, existence of OCB and the factors measuring OCB. The dimensions include altruism, conscientiousness, civic virtue, courtesy and sportsmanship. The first
instrument used for the study pertains to the dimensions of OCB. These five dimensions are broadly classified into three groups for the convenience of the researcher namely OCB towards the students, OCB towards the co–workers and OCB towards the school. These dimensions help in identifying the levels of citizenship exerted by teachers for the betterment of their institution.

This study is concerned with the methods of enhancing teachers organisational citizenship behaviour (OCB) and it is therefore necessary to be based on the primary data to be collected from the sample respondents. For the collection of primary data two instruments are used. (1) OCB questionnaire (2) Personal interview made with the respondents. The purpose of questionnaire is to understand the existence and the levels of OCB among teachers in the state of Tamilnadu, India. The dimensions of OCB are taken from the scale developed by Hannam, 2002.

The second instrument used for the study is the variables influencing OCB. From the factors and variables influencing OCB, the key factors relating to the individuals and the organisation are considered and they are grouped into 70 items on a five point rating scale to accurately measure the respondents’ impact on OCB. Among the 70 variables, 24 of them relate to individuals and 46 of them are organisational variables. These items are randomized to avoid bias. Likert scale is used, which requires the respondents to indicate the degree of agreement or disagreement with each item. Each item in the scale has five response categories
ranging from strongly agree to strongly disagree. The Likert scale is (1) Strongly disagree (2) Disagree (3) Neither agree nor disagree (4) Agree (5) strongly agree. The negative items are scored by reversing the scale.

The research instruments are tested for reliability through Cronbach’s alpha co-efficient and validity through Kaiser–Meyer–Olkin (KMO) measure of sampling adequacy respectively. In order to further check the rigor of the instruments, principal component analysis with varimax rotation is carried out to validate the summary of the variables used in the instruments.

Salient Findings

The salient findings of the study are presented below in seven areas – demographic profile of the respondents, dimensions explaining OCB, existence of OCB, factors influencing OCB, association between level of OCB and demographic variables, perception of employees and model predicting OCB.

Demographic Profile of the Respondents

The demographic information collected explains the distribution of sample under different categories. From the sample of teachers selected for the study, majority of them are female (70%). Most of them are under the age group of 20 years to 25 years with post graduation or post graduation with teacher training. Around 33.6 percent of the sample teachers have less than 3 years of experience.
and served the same organisation. Salary varies between private, government aided and government schools. Some of the private school teachers were not willing to disclose their salary. The data available from the teachers explain that majority of them earn Rs. 20,000 and above as their monthly salary. The information about salary is the net pay.

**Dimensions Explaining OCB**

The important findings related to the dimensions of OCB are as follows: The factors extracted from the factor analysis are directed towards the students. It includes the following:

Staying after the class hours to listen to students, assisting students outside of official hours to do their homework or assignments, actively encourage the academically weaker students to take part in class room activities, spending their time at the end of the day to clarify the concepts, trying out innovative teaching methodologies, arriving earlier to school to prepare for lessons or clarify the students doubts and spending their free time and plan for the students learning exercises. The factors extracted are the dimensions directed towards the students.

The major dimensions explaining OCB are involving in innovative teaching methodologies, listening to co-workers ideas, problems and concerns and acquiring knowledge and skills that contribute to the skill development of the teachers, not interrupting colleagues at the time of preparation or discharge of
duties, assisting new or visiting teachers to get along with the system, taking extra responsibilities to assist other teachers with heavy workloads, offer to lend their own resources or materials to colleagues and to take care to conserve the school supplies, arriving to school earlier than the required time to prepare for the lessons or to clarify the students’ doubts, helping the co-workers to solve their problems and consulting with the colleagues in planning the student learning exercises, staying after school hours to listen to students, actively encourage the academically weaker students to take part in the class room activities and volunteer for tasks and roles in the school, attending all school related functions and conscientiously follow school or departmental or school rules and regulations, spending time to clarify the concepts at the end of the day and organizing activities in school involving the parents and the students. The results reveal that the major dimensions covering OCB covers the three broad categories such as OCB towards the students, co-workers and the school. Thus it reveals that the major dimensions are either person focused or task focused.

Existence of OCB

In order to study the existence of OCB among the three categories of teachers - government, government aided and private, the type of school teachers are compared with the level of satisfaction of respondents with the current job. The results reveal that the level of existence of OCB among the three categories of school teachers do not vary with each other.
Factors Influencing OCB

In order to understand the various factors influencing OCB, 70 variables are considered for the study. These variables are measured on a five point scale ranging from highly important to highly unimportant. The factors extracted are:

The type of organisation, organisation resources, positive organisational culture and climate, workplace justice, perceived organisational support, high performance work system, emotional strain, job related strain, organisational constraint, interpersonal conflict, environmental factors, prosocial behaviour, significance, task identity, organisational harmony, enhanced perceptions, group cohesion, group efficacy, supervisors support, work life policies and expectancy.

Hence the above factor analysis shows that the above 21 factors can be considered in measuring the variable influencing OCB.

Perception of Employees

The results reveal that 77.33% of the respondents are satisfied with their current job and 22.67% are dissatisfied with it. Among the satisfied respondents, 38.2% are highly satisfied, 43.7% are satisfied and 18.1% are moderately satisfied. Among the 102 dissatisfied respondents, 81.37% feel dissatisfied and 18.63% feel highly dissatisfied with the current job.
Model Predicting OCB

The discriminant analysis performed discriminates the levels of OCB of the three types of school teachers – government, government- aided and private. The discriminant model identified to understand the level of OCB is:

\[ Y = 0.521 X_1 + 0.582 X_2 + 0.515 X_3 - 0.529 X_4 \]

Where Y is the grouping variable (teachers of government, government aided or private school)

\[ X_1, X_2, X_3 \text{ and } X_4 \] are the independent variables – work place justice, interpersonal conflicts, trust and job satisfaction respectively.

Verification of Hypotheses

Above summary of salient findings are used to verify each of the seven hypotheses stated for the study, with the help of the inferences drawn from the analysis of data.

The first hypothesis is that there exists a significant difference in the levels of OCB among teachers of three types of schools (Government, Government aided and Private). The first hypothesis is rejected as the results does not reveal significant difference in the levels of OCB revealed by teachers of different types of schools.
The second hypothesis is that there exists no relationship between gender of the teachers and the extent of OCB revealed. Chi – square test shows that no significant relationship exists between gender and the level of OCB of teachers. So the second hypothesis is proved.

The third hypothesis is that there exists no relationship between age of the school teachers and the extent of OCB. The result of chi-square test shows that there is no significant relationship between age of the teachers and their level of OCB. Hence the third hypothesis is proved.

The fourth hypothesis is that there exists no relationship between educational qualification of the teachers and the extent of OCB revealed. The result shows that there is a relationship between educational qualification of the teachers and the level of OCB revealed by them. Hence the fourth hypothesis is rejected.

The fifth hypothesis is that there exists no relationship between the experience of the teachers and the extent of OCB revealed. The result shows that there is no relationship between the total teaching experience of the teachers and the level of OCB revealed. Hence the fifth hypothesis is proved.

The sixth hypothesis of the study is that there exists no significant relationship between the experience of the teachers in the current organisation and the level of OCB revealed. The chi square test shows that there is no relationship
between the experience of the teachers in the current organisation and the level of OCB revealed. Hence the sixth hypothesis is verified to be true.

The seventh hypothesis of the study is that there exists no relationship between the salary of the teachers and the extent of OCB revealed. The chi square test shows that there is no relationship between monthly salary drawn by the teachers and the level of OCB revealed. Hence the seventh hypothesis is verified to be true.

**Conclusion**

Successful organisations need employees who will do more than their usual job duties who will provide performance that is beyond expectations. In today’s dynamic workplace, where flexibility is critical, organisations need employees who will engage in good citizenship behaviour such as making constructive statements about their work and organisation, helping others, volunteering extra-role activities, avoiding unnecessary conflicts, showing care and respect the spirit as well as the letter of rules and regulations.

This study demonstrate that organisational characteristics play a significant role in promoting OCB which implies that OCB, like other organisational behaviours, can be viewed as a context-related phenomenon in that it is really interactive or “social” in nature. Therefore, this research serves to encourage OCB researchers to focus more attention on characteristics of organisational context as
related to OCB. Therefore, behaviours that go beyond in-role duties become a fundamental component for achieving effectiveness in organisations.

**Implications**

Above conclusions have specific implications for the teaching community and also for further research. They are briefly stated below:

1. The schools can concentrate on training and motivating the teachers to assist their students in all their well being in the school and to make the lessons enjoyable and interesting.

2. The major dimensions explaining OCB are either person focused or task focused. So these dimensions can be concentrated upon to enhance the quality of education provided.

3. OCB towards the students and school seems significantly high among the three categories of school teachers rather than OCB among the coworkers. So these dimensions can be focused upon.

4. The organisational variables are highly influential when compared to the other variables. Hence the organisation can concentrate upon providing a conductive working climate in the schools.

**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 be considered in enhancing the commitment among teachers. The OCB exerted by the teachers may vary across the type of schools and also across the cities or places. So research pursued with these variables will bring a broader spectrum to the body of knowledge if performed on a large universe.

It is hoped that testing this model in a school context will help to increase the understanding of how various work conditions, especially those in the teaching and other helping professions, influence psychological well being and distress and in turn, affect an employee's willingness to perform OCB. As a result, we may be better equipped to suggest specific actions that education institutions and other organisations can take to ensure employee citizenship behaviours are performed for the benefit of both the organisation and employees alike.

It is generally agreed that OCB in the aggregate promotes the efficient and effective functioning of an organisation, lubricates the social machinery of the workplace and provides the flexibility needed to work through many unforeseen contingencies. The most obvious avenue is to explore the relationship between individual innovativeness and OCB, and also the relationships between superior–subordinate relationship and other organisational variables.