



ORGANIZATIONAL CITIZENSHIP BEHAVIOUR AND TEACHER EMPOWERMENT AMONG SCHOOL TEACHERS

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ABSTRACT

The main objective of the present study was to find out the relationship between organizational citizenship behaviour and teacher empowerment of school teachers. To achieve this objective, organizational citizenship behaviour scale (OCB) and teacher empowerment scale (TE) developed by the investigator were used. The sample consisted of 500 school teachers were selected from schools of Ludhiana district of Punjab, India. The sample was equally categorized between male and female school teachers. The results revealed that there is significant and positive relationship between organizational citizenship behaviour and teacher empowerment among school teachers.

Key words- organizational citizenship behaviour, teacher empowerment, school teachers

As educational system is moving into an era of reorganizations, aside from teachers' primary responsibility as director of students learnings, today teachers are in need to take other roles in institution and in their profession. In this competitive world we need such teachers that are willingly go above and beyond the call of duty namely to exhibit organizational citizenship behaviour, Which is important concept in controlling the efficiency and effectiveness of an organization in terms of productivity and quality of organization. Organizational citizenship behaviour provides employees the necessary attitude and capacity to be more flexible to reach its goals in different situations, raises the performance level which in turn bring organizational success. To lead proactive, responsible and work engaged employees, organizational foundation should be reinforced based on the involvement of employees, their best practices, motivational strategies and empowering them. Empowerment is notion that tie personal competencies and abilities to environment that provide opportunity for choice and

autonomy in demonstrating these competencies. Teachers empowerment helps to employ the behaviours helping to develop organizations and make considerable effort beyond the least expectations (Madsen and Hipp 1996). Empowered employees are likely to perceive the link between their actions and broader organizational outcomes and feel more responsibility for helping others over and above what is specified in their job requirements (Alge, et al 2006). When employee empowerment becomes apparent, dimensions of organizational citizenship behaviour that presumably and naturally exist in every person find opportunity to emerge and flourish (Nezakati et al 2012).

ORGANIZATIONAL CITIZENSHIP BEHAVIOUR

Organizational citizenship behaviour is discretionary, informal and not directly or explicitly recognized by the formal reward system but beneficial for the effective functioning of the organization. This behaviour is not the product of requirement demanded by job functions or descriptions, it is simply the product of a personal decisions. OCB reduces the need for an organization to commit scarce & resources to maintenance functions, thus freeing up more resources for productive purposes.

TEACHER EMPOWERMENT

Teacher empowerment is a concept in which the basic idea is to give teachers an added sense of ownership, connectedness to their profession and an effective approach to improve employees' attitude and work behaviours. An empowered individual is social to have the skill and knowledge to act on a situation or even improve it in a positive way. Empowered teachers are transformed personally and in collaboration with others in an effort to achieve the objectives of the school.

OBJECTIVES OF THE STUDY-The study was carried out with the following objectives :

1. To find out the relationship between organizational citizenship behaviour and teacher empowerment among male school teachers.
2. To find out the relationship between organizational citizenship behaviour and teacher empowerment among female school teachers.
3. To find out the relationship between organizational citizenship behaviour and teacher empowerment among school teachers with less than 10 years teaching experience.
4. To find out the relationship between organizational citizenship behaviour and teacher empowerment among school teachers with more than 10 years teaching experience.

HYPOTHESES OF THE STUDY

1. There exists no significant relationship between organizational citizenship behaviour and teacher empowerment among male school teachers.

2. There exists no significant relationship between organizational citizenship behaviour and teacher empowerment among female school teachers.
3. There exists no significant relationship between organizational citizenship behaviour and teacher empowerment among school teachers with less than 10 years teaching experience.
4. There exists no significant relationship between organizational citizenship behaviour and teacher empowerment among school teacher with more than 10 years teaching experience.

METHOD

Keeping in view the nature of the study, the descriptive research method was used in the present study.

SAMPLE

The present study was conducted on sample of 500 teachers of schools of Ludhiana district of Punjab, India. The sample was selected by cyclic method of sampling. The sample was equally categorized between male and female school teachers.

MEASURES

- Organizational citizenship behaviour scale (OCB) developed by the investigator.
- Teacher empowerment scale (TE) developed by the investigator.

ANALYSIS AND INTERPRETATION-The results of the present study are elucidated as below :

Table – I -Showing the c-coefficient of correlation (r) between organizational citizenship behaviour and teacher empowerment of male school teachers.

Variables	N	Co-efficient of correlation	Level of Significance
Organizational citizenship behaviour	250	0.666**	Significant at 0.05 & 0.01 level of Significance
Teacher Empowerment			

From table-I it is found that r-ratio of organizational citizenship behaviour and teacher empowerment of 250 male school teachers is 0.666 which is significant at 0.05 level and 0.01 level of significant. Hence, there is a significant and positive relationship between organizational citizenship behaviour and teacher empowerment of male school teachers.

Hence the Hypothesis". There exists no significant relationship between organizational citizenship behaviour and teacher empowerment among male school teachers” stands rejected.

Table – II -Showing the c-coefficient of correlation (r) between organizational citizenship behaviour and teacher empowerment of female school teachers.

Variables	N	Co-efficient of correlation	Level of Significance
Organizational citizenship behaviour	250	0.601**	Significant at 0.05 & 0.01 level of Significance
Teacher Empowerment			

From table-II it is found that r-value of organizational citizenship behaviour and teacher empowerment of 250 female school teachers is 0.601 which is significant at 0.05 level and 0.01 level of confidence. Hence, there is a significant and positive relationship between organizational citizenship behaviour and teacher empowerment of female school teachers. Hence the Hypothesis". There exists no significant relationship between organizational citizenship behaviour and teacher empowerment among female school teachers” stands rejected.

Table – III-Showing the coefficient of co relation (r) between organizational citizenship behaviour and teacher empowerment of school teachers with less than 10 years teaching experience.

Variables	N	coefficient of co relation	Level of Significance
Organizational citizenship behaviour	271	0.570**	Significant at 0.05 & 0.01 level of Significance
Teacher Empowerment			

From table-III it is found that r-ratio of organizational citizenship behaviour and teacher empowerment of 271 school teachers with less than 10 year teaching experience is 0.570 which is significant at 0.05 level and 0.01 level of positive relationship between organizational citizenship behaviour and teacher empowerment of school teacher with less than 10 years teaching experience. Hence the hypothesis, "There exists no significant

relationship between organizational citizenship behaviour among school teachers with less than 10 years teaching experience", stands rejected.

Table –IV -Showing the coefficient of co relation (r) between organizational citizenship behaviour and teacher empowerment of school teachers with more than 10 years teaching experience.

Variables	N	coefficient of co relation	Level of Significance
Organizational citizenship behaviour	229	0.671**	Significant at 0.05 & 0.01 level of Significance
Teacher Empowerment			

From table IV it is found that r-ratio of organizational citizenship behaviour and teacher empowerment of 229 school teachers with more than 10 year teaching experience is 0.671 which is significant at 0.05 level and 0.01 level of significance. Hence there is a significant and positive relationship between organizational citizenship behaviour and teacher empowerment of school teachers with more than 10 years teaching experience. Hence the hypothesis."There exists no significant relationship between organizational citizenship behaviour and teacher empowerment among school teachers with more than 10 years teaching experience" stands rejected.

CONCLUSION

- There exists significant relationship between organizational citizenship behaviour and teacher empowerment among male school teachers.
- There exists significant relationship between organizational citizenship behaviour and teacher empowerment among female school teachers.
- There exists significant relationship between organizational citizenship between and teachers empowerment among school teachers with less than 10 years teaching experience.
- There exists significant relationship between organizational citizenship behaviour and teacher empowerment among school teachers with more than 10 years teaching experience.

EDUCATIONAL IMPLICATIONS

- The present study will help the principals and school administrators to value the importance of empowerment to teachers to increase the efficiency of teachers.
- The present study will help the school teachers to provide amplified work place environment to improve teachers attitude and work behaviour.
- The present study will help the ministry of education to organize seminars, workshops that strengthens teacher's professional growth and self-efficacy.

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