



**A STUDY OF ORGANIZATION CITIZENSHIP BEHAVIOR IN RELATION TO
MENTAL HEALTH OF SCHOOL TEACHERS**

B.P. Singh, Ph.D

Associate Professor, M.L.R.S. College of Education, Ch. Dadri, (Bhiwani),

Abstract

The investigator in this paper tried to explore the effect of mental health in organization citizenship behaviour among the secondary school teachers. The study was conducted in Bhiwani district of Haryana (India). The sample of the study consists of 200 secondary school teachers. Out of these 50 private male, 50 private female; 50 govt. male and 50 private female secondary school teachers were selected. It was found that there is positive correlation between various dimensions of organizational citizenship behaviour and mental health. A less correlation is found in civic virtue dimension of OCB with mental health. There is no effect of sex on organization citizenship behaviour of teachers on all its dimensions. Significant difference is found in competitive spirit of private and govt. school teachers. Private school teachers show more civic virtue in work culture as compared to govt. school teachers.

Key Word: *Organization citizenship behavior, mental health, school teacher.*

Introduction: School is an organization where teachers play important role in its success or failure. Performance of the school is the collective team work of the teachers. Teachers have to interact with students, principal, management and parents. If the relation with students is cordial, then teachers have good mental health. This can be reflected in the behaviour and speech of teachers and their relations with principal and students. In addition to this, it can be seen in other effective variants like personal attitudes, job satisfaction; job involvement and mental health.

Haryana Organ (1988) designed organizational citizenship behavior as “individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system and that in the aggregate promotes the effective functioning of the organization. There are five dimensions of organizational citizenship behaviour namely civic virtue, altruism, sportsmanship courtesy and conscientiousness. Main function of OCB is to promote the effective functioning of the organization. Various researches have been carried out to study organizational behaviour with various other variables. **Shapiro et al (2004)** found that conscientiousness persons are more engage in citizenship behavior. **Jain and Shina** found that good mental health related with good organizational citizenship behaviour. **Kumar (2011)** found that those employees who are having positive outlook are inclined to show more OCB. **Jha and Kumar (2012)** found that there is a positive correlation between OCB and mental health. It is also found that social awareness (altruism) restricts the civic virtue dimension of organizational citizenship behaviour. Keeping in view the above points, the researcher decided to study relationship organizational citizenship behaviour and mental health of secondary school teachers.

Objectives of the study: To find out the correlation between organizational citizenship behaviour and mental health of school teachers. To compare the organizational citizenship behaviour of male and female school teachers. To compare the organization citizenship behaviour of private and govt. school teachers.

Hypotheses: Hypotheses were presented in null form. Organizational citizenship behaviour record consisted of 5 dimensions so for each dimension, sub hypotheses were formed.

There is no significant correlation between organizational citizenship behaviour (OCB) and mental health of school teachers.

There is no significant correlation between OCB (conscientiousness) and mental health of school teachers.

There is no significant correlation between OCB (Courtesy) and mental health of school teachers.

There is no significant correlation between OCB (Sportsmanship) and mental health of school teachers.

There is no significant correlation between OCB (Social awareness) and mental health of school teachers.

There is no significant correlation between OCB (Civic Virtue) and mental health of school teachers.

There is no significant difference between Organizational Citizenship Behaviour (OCB) of male and female school teachers.

There is no significant difference between OCB (Conscientiousness) of male and female school teachers.

There is no significant difference between OCB (Courtesy) of male and female school teachers.

There is no significant difference between OCB (sportsmanship) of male and female school teachers.

There is no significant difference between OCB (Social Awareness) of male and female school teachers.

There is no significant difference between OCB (Civic Virtue) of male and female school teachers.

There is no significant difference between Organizational Citizenship Behaviour (OCB) of private and government school teachers.

.There is no significant difference between OCB (Conscientiousness) of private and government school teachers.

There is no significant difference between OCB (Courtesy) of private and government school teachers.

There is no significant difference between OCB (sportsmanship) of private and government school teachers.

There is no significant difference between OCB (Social Awareness) of private and government school teachers.

There is no significant difference between OCB (Civic Virtue) of private and government school teachers.

Sample: 200 teachers (50 male private school teachers + 50 female govt. school teachers + 50 male govt. school teachers + 50 female govt. school teachers) were selected at random from Bhiwani district of Haryana (India).

Tools: A ‘mental health checklist’ constructed by Sh. P.Kumar (1992); published by National Psychology Corporation. Agra was used to measure the mental health status of teachers. It consists of 11 items with a 4 point likert scale having numerical value 4, 3, 2, 1. Total scores vary from 11 to 44. High score on MHC is indicative of poor mental health status.

Organizational Citizenship Behaviour scale as developed by Bakshi: and Kumar (2009) was used. It has five dimensions namely, conscientiousness, courtesy, sportsmanship, social awareness and civic virtue. Item no. 3, 6, 24, 27, 29 and 30 are negative (numerical value 4, 3, 2, 1 is assigned for them) while are other items are positive. Higher the score, higher is level of organizational citizenship behaviour.

Analysis of Data: The data collected underwent analysis by using different statistical techniques such mean, SD, SED, CR and Pearson’s product moment correlation.

Table 01: Correlation between OCB and mental health

Sr. No.	Organizational Citizenship Behaviour	Mental Health
1.	Conscientiousness	.36*
2.	Courtesy	.25*
3.	Sportsmanship	.46*
4.	Social Awareness	.36*
5.	Civic Virtue	.051

*Significant at .01 level

Value to be significant at .01 level = .13884

Value to be significant at .01 level = .18208

Table 01 reveals that four out of five dimensions of Organizational Citizenship Behaviour show positive correlation with mental health. It is found that highly conscientious individual is generally highly engaged in Citizenship behaviour (**Shapiro et al 2004**). Those who show high mental health show better Organizational Citizenship Behaviour. Those teachers who have positive outlook are more inclined to social awareness. Those teachers who have high level of mental health show sportsmanship in every sphere of teaching learning process as well as in different co-curricular activities organized at different levels. It is also found that civic virtue is not generally found in those teachers who are having high mental health status.

Table 02: Mean, SD and CR of Organizational Citizenship Behaviour of male and female teachers

Sr. No.	Variable	Group compared	Mean	SD	SED	CR
	Organizational Citizenship Behaviour					
1.	Conscientiousness	Male Teacher Female Teacher	16.33 16.25	6.20 6.02	.863	.787
2.	Courtesy	Male Teacher Female Teacher	15.95 16.85	7.88 6.29	1.007	.89
3.	Sportsmanship	Male Teacher Female Teacher	18.25 17.50	7.22 6.92	.998	.751
4.	Social Awareness	Male Teacher Female Teacher	16.80 15.90	5.27 6.28	.819	1.09
5.	Civic Virtue	Male Teacher Female Teacher	14.8 15.7	7.18 6.98	1.00	.9

* Significant at .01 level

Value to be significant at .05 level = 1.97

Value to be significant at .01 level = 2.60

Table 02 reveals that there was no significant difference between male and female teachers in all dimensions of Organizational Citizenship Behaviour. In conscientiousness field, both male and female have nearby the same mean scores, both perform their duty honestly, sincerely and follow the rules and regulation in true spirit. In courtesy field, mean score of female teachers is more than male teachers, it indicates that the female teachers are more courteous than male but 't' value indicates that there is no significant difference exist between male and female teachers. In sportsmanship, male teachers are more competitive as compare to female as per the difference in the mean scores of these. In social awareness field, the mean score of male is higher than female teachers. It indicates that male teachers are more involved in various social activities in the society. In civic virtue field, female teachers have more mean scores than male teachers, indicates that female exhibits more civic sense at working place.

Table 03 Mean, SD and CR of Organizational Citizenship Behaviour of private and govt. school teachers.

Sr. No.	Variable	Group compared	Mean	SD	SED	CR
---------	----------	----------------	------	----	-----	----

Citizenship Behaviour								
1.	Conscientiousness	Govt. Teacher Private Teacher	14.8	15.6	6.7	7.3	.989	.8
2.	Courtesy	Govt. Teacher Private Teacher	16.5	18.2	8.1	7.3	1.089	1.56
3.	Sportsmanship	Govt. Teacher Private Teacher	15.3	19.5	7.8	6.8	1.03	4.077*
4.	Social Awareness	Govt. Teacher Private Teacher	16.7	15.1	6.5	7.1	.96	1.66
5.	Civic Virtue	Govt. Teacher Private Teacher	13.8	17.0	7.3	8.1	1.089	2.93*

* Significant at 0.01 level Value to be significant at .05 level = 1.97, Value to be significant at .01 level = 2.60, Table 03 reveals that there is no significant difference between govt. and private school teacher in three dimensions of Organizational Citizenship Behaviour. There was significant difference between govt. and private school teachers in sportsmanship dimensions of OCB (CR= 4.077). This is because of the fact that there is strong competitive spirit among private school teachers. These teachers have to study the latest area of current topic as well as of their concerned subject for the survival in the school. Private school management evaluates the performance of each teacher periodically. They are to follow the order of the principal and the manager of the school. Private school teachers are used to come in the proper dress as per the provision of the school authority on specific day in the month. Private school teachers are well behaved and follow the etiquette in the school.

Educational Implications: Management of the school should provide good organization climate, good infrastructure in the school. Female teachers often exhibit altruistic behaviour, cooperative and helping. There is less positive correlation between the mental health and civic virtue of OCB. Male teachers have more mental health status and they show less civic virtue, so the male teachers should be trained to show more civic sense. There is no significant effect of sex on OCB but more emphasis should be given to work culture of the teachers.

Conclusions: The study clearly shows that there is positive correlation between Organizational Citizenship Behaviour (OCB) and mental health of the teachers. A less correlation is found in civic virtue dimension of OCB. There is no effect of sex on Organizational Citizenship Behaviour of teachers on all its dimensions i.e. conscientiousness, courtesy, sportsmanship, social awareness and civic virtue. There is no significant difference in the experience of conscientiousness, courtesy and social awareness of OCB of private and govt. school teachers.

There is significant difference is found in competitive spirit of private school teachers as compare to their counterpart. Similarly private school teachers are also exhibit more civic virtue in work culture as compare to govt. school teachers.

References

- Bergeron, D.M. (2007). The potential paradox of Organizational Citizenship Behaviour: Good citizens at what cost? *Academy of Management Review*, 4:1078-1095.
- Garret, H.E. & Woodworth, R.S. (1981). *Statistics in Psychology and Education*, New York: David Mc Kay Company Inc.
- Jha, R. & Kumar D. (2011) Relationship between emotional intelligence and Organisational Citizenship Behaviour, *Behaviour research review*, 2005-208.
- Jhoshi G.R. (1998) A study of mental health and job satisfaction among industrial workers abstract JICAPP 1999 Jan-July; 24 69-72.
- Kumar, P (1992), *Mental Health Checklist*. National Psychology Corporation, Agra.
- Liao Chi-Shun & Lee Cheng-Wen (2009): An Empirical study of employee job involvement and personality traits: The case of Taiwan; *Intt. journal of economics and management* 3(1):22-36 (2009)
- Mashayekhi Mehdich & Sajjadi S.A.N (2013): The relationship between Organizational climate School and job involvement of Physical Education Teachers, *Switzerland Research Park Journal*, Vol.102, No. 10; October 2013
- Rani, P., Malik, N and Thapa, G (2012): A study of mental health of sports and non-sports secondary school students. *South Asian Academic Research Journals*, 2:219-231.