ORGANIZATIONAL CITIZENSHIP BEHAVIOUR, TEACHER EMPOWERMENT AND WORK MOTIVATION AMONG SCHOOL TEACHERS WITH RESPECT TO TEACHING EXPERIENCE AND GENDER

Ph. D Theses
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Summary
Organizational citizenship behavior defined as extra role behaviour in an organization is a necessity of time. In the present study the investigator has studied organizational citizenship behaviour, teacher empowerment and work motivation of school teachers. The study is quantitative and descriptive in nature. The total sample of study comprised 500 school teachers of Ludhiana district were taken on the equal basis of gender (250 male, 250 female) and teaching experience on proportionate bases (271 teachers - Less than 10 years of teaching experience, 229 teachers - more than 10 of years teaching experience). Various statistical techniques like correlation, mean, median, standard deviation, t-ratio and ANOVA was used. The results of the study showed significant relationship between organizational citizenship behaviour and teacher empowerment, organizational citizenship behaviour and work motivation and also between teacher empowerment and work motivation of teachers. The study also showed that organizational citizenship behaviour and work motivation of female teachers was higher than male teachers. The result revealed that organizational citizenship behaviour, teacher empowerment and work motivation was higher in teachers with more than 10 years of teaching experience. The results also showed the interactional effect of teacher empowerment and work motivation on the organizational citizenship behaviour of teachers. The results indicated the interactional effect of organizational citizenship behaviour with different levels of teacher empowerment (low, average and high), and with different level of work motivation (low, average and high). However, no interactional effect of teacher empowerment and work motivation was found on organizational citizenship behaviour among female school teachers and teacher with more than 10 years of teaching experience. The study facilitates practical implications to education administrators, stake holders, policy makers to develop the strategies of teacher empowerment and work motivation in schools to increase the organizational citizenship behaviour of teachers to bring an improvement in overall efficiency of organizations.