# A STUDY OF ORGANIZATIONAL CITIZENSHIP BEHAVIOUR OF SECONDARY SCHOOL TEACHERS

**Mr. Sandeep R. Singh[1] & Vasundhrara Padmanabhan[2], Ph. D.**

[1]*Vice Principal, Global Indian International School, Tokyo*

[2]*Principal, K J Somaiya College of Education, Training and Research*

## Abstract

*Research has demonstrated that Citizenship like behaviours promote the effective functioning of any given organization. (Organ, 1988, 1990 & Borman and Motowidlo, 1993). Research by Morrison (1994); Pond, Nacoste, Mohr & Rodriguez (1997); and Lam, Hui and Law (1999) reveals that Organizational Citizenship Behaviours are an integral part of an employee's role responsibilities. Successful organizations need their employees to perform more than their usual job responsibilities. This necessitates the demonstration of Extra- Role Behaviour, which is termed as Organizational Citizenship Behaviour. The present study focusses on Organizational Citizenship Behaviours demonstrated by Secondary School Teachers. The authors were curious to understand the level of Organizational Citizenship Behaviour amongst English Medium Secondary School Teachers across various boards. In all, 528 secondary school teachers, both male and female from secondary schools across Greater Mumbai, Thane and Navi Mumbai were selected for the study. The findings reveal that there is no significant difference in the Organizational Citizenship Behaviour (OCB) of Secondary School Teachers (SST) on the basis of their gender, subject of specialization and qualifications. However, OCB differed significantly on the basis of their age, experience and type of school.*

## 1 Introduction

The performance of extra-role, non-obligatory, and unrewarded tasks and activities in teaching is perceived by teachers who perform these tasks to have some influence upon themselves (e.g. a sense of self- fulfilment, higher levels of job satisfaction), their students (e.g. higher students' achievements) and the whole school (e.g. improved school discipline and school image). Implications for further research on teacher Organizational Citizenship Behaviour (OCB) are suggested. (*Izhar Oplatka, 2009).* OCB is an important factor that "aggregate promotes the effective functioning of the organization" (Organ, 1988). It is a

discretionary behaviour of an individual, selflessly exhibited with the sole aim of enhancing effective functioning of the organization.

Because OCBs are generally not considered to be formally required by the organizations, they may be particularly distinctive forms of behaviours that the managers may seek out and remember during the evaluation process. (DeNisi, Cafferty, and Meglino, 1984) Chapman (1967) and Chapman & Chapman (1967) argue that illusory correlations result from the tendency of people to see two things or evens as occurring together more often than they actually do. OCB increases managers' liking for subordinates and that liking subsequently influences a rater's evaluation of a subordinate's performance. (Leftkowitz, 2000) Principals and teachers define more teachers' OCBs in general and toward the school as in role behaviours than parents do and parents define more teachers' OCBs toward the student as in-role behaviours than teachers do. (Belogolovsky E, Davidsom W & Somech A, 2009) Teacher empowerment plays an important role in mediating the relationship between teachers' participation in decision making and OCB. (Bogler R & Somech A, 2005). Perception of organizations towards OCB is important to facilitate commitment, especially identification with involvement in the organization (Chaitanya SK & Nachiketa T, 2001). More experienced employees show significantly higher level of organizational citizenship behaviour than those who are less experienced. (Singh Akhilendra & Singh AP, 2010) A research on middle and bottom level executives suggests that individually directed helping behaviours are a function of one's personality as well as organizational climate. (Suresh S & Venkatammal P, 2010) OCB representation is high in public sector organizations than that in private sector organizations. (Sharma JP, Bajpai N, & Holani U, 2011). Employees engage in citizenship behaviours when they perceive the rewards and outcomes to be sufficiently fair. (Mathur S & Padmakumari, 2012) OCB does exist in organizations which is essential for the organization and employees for motivation, positive attitude and organizational commitment. (Meera Shankar, 2014). The difference in OCB among teacher educators may be attributed to higher educational qualifications possessed by them along with variety of experience gained during the attainment of higher degrees with latest technological advancements and personality development. (Dhiman R & Sharma A, 2014) Demographic variables are not statistically significant in predicting OCBs. (Qureshi H, 2015). OCB is a multidimensional construct and can be explained more appropriately on the basis of various recipients of these

extra- role behaviours rather than on the basis of nature of these behaviours. (Shaheen M, Gupta R, & Kumar Y, 2016)

Considering the importance of extra role behaviour in educational institutions, the researcher was curious to know the difference in OCB as exhibited by the Secondary School Teachers across State Board of Maharashtra, CBSE and ICSE Board Schools with respect to their age, gender, subject of specialization qualifications and experience.

## 2. Need and Significance of the Study

The teachers in educational institutions are expected to go beyond the framework of policies and principles and create their unique vision. For this, the school leaders and management should also check for the resources to be made available to the employees from time to time. There have been several researches in India and abroad on OCB at different levels of organizations. Most of the researches are conducted for the employees, supervisors and leaders of non- educational organizations. Research conducted in educational institutions, has more or less catered to the teaching and non- teaching staff at University level. There have been a very few researches conducted on school level teachers. It was at this point that the researcher felt the need to study OCB of the secondary school teachers (SST) The researcher strongly believes that the OCBs are much needed in educational institutions at school level. The most essential task of the teachers at school level is to lay a strong foundation by setting examples of their own in order to create and nurture the future of our country. The citizenship behaviours play a great role in achieving this ultimate task. Thus a study of OCB can be an eye opener for many educational organizations.

The study will guide the policy makers to restructure the HR policies. The study will highlight the OCB of secondary school teachers. From this study, the teachers will be able to understand the importance of OCB in schools. The present study highlights that desirable behaviour which demands selfless contribution of teachers. Hence, the study will be useful for the teachers of secondary schools to reflect their own behaviour and activities and check their stand specifically. This will also help them in changing their mind set. The principals of secondary schools will be sensitized to the need for developing OCB among teachers. Principals will come to know the type of leadership that develops OCB among secondary school teachers. The Principals will be able to create avenues for developing and nurturing OCB for their teachers. The Management of schools will be able to recognize the special efforts of their teachers through demonstrated activities pertaining to OCB. The organizations

will become sensitized to the need for developing OCB of its teachers. As the study involves factors such as gender, age, qualification, experience, medium of instruction and type of schools of secondary school teachers, it will give a clear picture to all the stake holders as to teachers of what age group, experience group, qualification, type of school, personality type and medium of instruction are keen to exhibit OCB. This will be an eye opener which will help recruiters in their selection of right kind of teachers.

**3. Objectives of the Study**

- To ascertain the Organizational Citizenship Behaviour (OCB) scores of Secondary School Teachers (SST);

- To compare the Organizational Citizenship Behaviour (OCB) of Secondary School Teachers (SST) on the basis of their

  - age
  - gender
  - teaching experience
  - subjects of specialization
  - qualifications
  - type of school (affiliated to SSC, CBSE and ICSE)

**4. Hypotheses**

$H_0 1.$ There is no significant difference in the Organizational Citizenship Behaviour (OCB) scores of Secondary School Teachers (SST) on the basis of their

  - age
  - gender
  - teaching experience
  - subjects of specialization
  - qualifications
  - type of school (affiliated to SSC, CBSE and ICSE);

**5. Operational Definitions of Key Terms**

***Organizational Citizenship Behaviour (OCB):*** According to Organ (1988), organizational citizenship behaviour (OCB) is defined as individual behaviour 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.

In the present study, the following traits are considered to be the indicators of the organizational citizenship behaviour (OCB) of teachers:

➢ Responsibility: is accountable and committed to the institution;

➢ Respect for self and others: takes pride in identifying with the organization and in one's role in it;

➢ Compassion: cares for other people in the organization and its reputation;

➢ Honesty: is transparent and honest towards stakeholders;

➢ Courage: to do difficult and unpleasant things in the interest of the institution.

The OCB is indicated by the total scores of the teachers on an OCB Scale prepared by the researcher.

***Secondary School Teachers (SST):*** These are the teachers teaching in classes V to X of various schools following SSC, CBSE and ICSE curricula, which are located in Mumbai, Navi Mumbai and Thane.

## 6. Scope of the study

The study sought to

1  assess the Organizational Citizenship Behaviour (OCB) of 528 secondary school teachers from across the various school Boards in Greater Mumbai, Thane and Navi Mumbai;

2. Compare the Organizational Citizenship Behaviour (OCB) of secondary school teachers (SST) on the basis of their gender, age, qualification, teaching experience, and the type of school.

## 7. Delimitations of the study

1. The study was delimited to near about 528 teacher respondents from secondary schools located in Mumbai, Navi Mumbai and Thane. (As the number of schools of different boards varied in the said locations, the researcher, as far as possible, delimited the sample size proportionately).

2. The sample for the study was delimited to the teachers from English medium schools affiliated to SSC, CBSE and ICSE boards only.

3. The study could not have teachers with both genders in equal numbers.

4. The tools for data collection were delimited to rating scales only.

**8. Research Design**

The present study is a descriptive survey involving causal comparative method. The study sought to determine whether, and to what degree, a statistical comparison of Organizational Citizenship Behaviour (OCB) of secondary school teachers (SST) exists with the factors such as gender, age, experience, qualification, subject of specialization and type of school.

**9. Participants**

The sample selected for the present study consists of 528 secondary school teachers, both male and female from secondary schools across Greater Mumbai, Thane and Navi Mumbai. The researcher made use of *simple random sampling technique* to select the sample for the study by following the lottery system to select the schools.

Thus, 42 schools were selected of which 19 schools were SSC Board, 11 schools with ICSE curriculum and 12 schools following CBSE curriculum. Only the teachers teaching in the secondary sections of these schools were selected to be the participants of the study.

**10. Tools for Data Collection**

**Personal Data Sheet:** The researcher prepared the personal data sheet which gave information on the personal details of the teachers such as their name (optional), name of the school (optional), gender, age, qualification, experience, subject of specialization and type of school.

**Organizational Citizenship Behaviour (OCB) Scale:** Organizational Citizenship Behaviour (OCB) Scale was prepared and standardized. Several items have been drawn from the standardised tools prepared by Van Dyne et al. (1994) and Moorman and Blackely (1995). The tool consists of 58 items categorised into 6 dimensions namely *helping, sportsmanship, organizational loyalty, organizational compliance, individual initiatives and self-development.* Organizational citizenship behaviour (OCB) scale is a Likert scale with the items to be ticked on a seven point rating scale - from Strongly Disagree (1) to Strongly Agree (7).

The internal consistency reliability of the tool calculated using **Cronbach's Alpha)** was found to be 0.8655.

Content Validity and Construct Validity were established by seeking opinion of the experts.

**Scoring of the Tool:**

| Items | Strongly Agree | Agree | Neither Agree Nor Disagree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|---|
| 1-58 (except 15, 17, 18, 22, 30) | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 15, 17, 18, 22, 30 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

The total score of Organizational Citizenship Behaviour (OCB) was established by adding the scores of all the dimensions.

**Descriptive Analysis of Organizational Citizenship Behaviour (OCB) Scores of the Participants**

| Sr. No. | | | N | Mean | Median | Mode | SD |
|---|---|---|---|---|---|---|---|
| 1 | Gender | Male | 132 | 345 | 344 | 328 | 24.7 |
| | | Female | 396 | 343 | 342 | 342 | 24.5 |
| 2 | Age (In Years) | 22 – 30 | 117 | 344 | 342 | 342 | 24.0 |
| | | 31 – 40 | 229 | 343 | 342 | 349 | 26.0 |
| | | 41 & Above | 182 | 343 | 342 | 342 | 23.0 |
| 3 | Experience (In Years) | 1 – 7 | 189 | 344 | 342 | 349 | 24.0 |
| | | 8 – 15 | 174 | 342 | 342 | 342 | 27.0 |
| | | 15 & Above | 165 | 345 | 342 | 342 | 23.0 |
| 4 | Qualification | Gd + B. Ed | 194 | 343 | 341 | 349 | 25.0 |
| | | PG + B. Ed | 247 | 345 | 344 | 342 | 24.0 |
| | | Others | 87 | 342 | 341 | 349 | 25.0 |
| 5 | Subject of Specialization | Languages | 178 | 343 | 342 | 335 | 22.0 |
| | | Math, Sci, SS | 263 | 344 | 342 | 342 | 26.0 |
| | | Others | 87 | 342 | 341 | 349 | 25.0 |
| 6 | Type of School (Board) | SSC | 242 | 341 | 341 | 342 | 24.0 |
| | | CBSE | 149 | 347 | 345 | 349 | 24.0 |
| | | ICSE | 137 | 345 | 342 | 342 | 26.0 |

## 11. Verification of the Hypotheses

**11.1. Verification of the Hypothesis $H_0 1$**

The hypotheses reads*: There is no significant difference in the Organizational Citizenship Behaviour (OCB) scores of Secondary School Teachers (SST) on the basis of.*

> ➤ *gender*
>
> ➤ *age*
>
> ➤ *teaching experience*
>
> ➤ *subjects of specialization*
>
> ➤ *qualifications*
>
> ➤ *type of school (affiliated to SSC, CBSE and ICSE);*

The statistical technique used to test this hypothesis for gender is 't' test. The table 11.1 shows the relevant statistics of t- test. One Way ANOVA is used to test the hypothesis for age, experience, subject of specialization, qualifications and type of school. The table 11.2 shows the relevant statistics of One Way ANOVA

**TABLE 11.1 Significance of the Difference between the Means of the Organizational Citizenship Behaviour Scores of the Participants on the basis of their Gender**

| Variable | Group | N | df* | Mean | SD | t ratio | Table Value 0.05 | 0.01 | LOS** | $100 \omega^2$ |
|---|---|---|---|---|---|---|---|---|---|---|
| OCB | Male | 132 | 52 | 345.1 | 24.7 | **-0.77** | 1.96 | 2.58 | NS | - |
| | Female | 396 | 6 | 343.2 | 24.5 | | | | | |

*df*: degrees of freedom; LOS**-Level of Significance; NS: Not Significant.*

**Interpretation:** From the table, it could be observed that the calculated absolute t = 0.77 among male and female participants from secondary schools, which is less than the table value at 0.05 level (1.96). Therefore, the null hypothesis is accepted.

**Finding:** There is no significant difference in the OCB scores of Secondary School Teachers (SST) on the basis of their gender.

**Discussion** : OCBs are voluntary citizenship behaviours which normally depend on the climatic conditions, management policies and physical environment. When such conditions are conducive, the teachers get motivated to perform extra- role behaviours. As the conditions remain same for both, male and female teachers in any setting, the OCBs also remain almost at the same level irrespective of the gender of the teachers.

**TABLE 11.2 Significance of the Difference between the Means of the Organizational Citizenship Behaviour Scores of the Participants on the basis of their Age, Experience, Qualification, Subject of Specialization and Type of School**

| Sr. No. | Variable | Sources of variance | df* | SS | MSS | F | Table Value | | LOS** | $100\omega^2$ |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 0.05 | 0.01 | | |
| 1 | Age | Among means | 2 | 78.3 | 39.1 | | | | NS | ------ |
| | | Within groups | 525 | 320029.5 | 609.6 | 0.006 | 2.99 | 4.60 | | |
| | | Total | 527 | 320107.8 | | | | | | |
| 2 | Experience | Among means | 2 | 768.5 | 384.2 | | | | NS | -------- |
| | | Within groups | 525 | 318910 | 607.4 | 0.63 | 2.99 | 4.60 | | |
| | | Total | 527 | 319678.5 | | | | | | |
| 3 | Qualification | Among means | 2 | 756.1 | 378.0 | | | | NS | -------- |
| | | Within groups | 525 | 318151.3 | 606.0 | 0.62 | 2.99 | 4.60 | | |
| | | Total | 527 | 318907.4 | | | | | | |
| 4 | Subject of Specialization | Among means | 2 | 403.6 | 201.8 | | | | NS | ------- |
| | | Within groups | 525 | 317927.9 | 605.6 | 0.33 | 2.99 | 4.60 | | |
| | | Total | 527 | 318331.6 | | | | | | |

| 5 | Type of School | Among means | 2 | 4082.4 | 2041.2 | | 2.99 | 4.60 | S at 0.05level | 1.34% |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Within groups | 525 | 315717.7 | 601.4 | 3.39 | | | | |
| | | Total | 527 | 319800.1 | | | | | | |

*df\*: degrees of freedom; LOS\*\*: Level of Significance; S : Significant; NS : Not Significant*

**Interpretation:** From the table, it could be observed that the calculated F for Age, Experience, Qualification Scores and Subject of Specialization Scores among participants with Organizational Citizenship Behaviour (OCB) is less than the table value at 0.05 level. Therefore, the null hypothesis is accepted.

Further, it could be observed that the calculated F for Type of School Scores among participants with OCB is more than the table value at 0.05 level (3.39). Therefore, the null hypothesis is rejected.

**Findings:**

There is significant difference in OCB of Secondary School Teachers (SST) on the basis of their Type of School.

There is no significant difference in OCB of Secondary School Teachers (SST) on the basis of their Age, Experience, Qualification and Subject of Specialization.

To find the significance of difference in the means of OCBs of Secondary School Teachers on the basis of Type of School, the OCB scores were further subjected to *t test* .

The tables 11.3 shows the results of the same.

**TABLE 11.5 Significance of the Difference between the Means of the Organizational Citizenship Behaviour Scores of the Participants on the basis of their Type of Schools**

| Variable | Group | N | df* | Mean | SD | t ratio | Table Value 0.05 | 0.01 | LOS** | 100 $\omega^2$ |
|---|---|---|---|---|---|---|---|---|---|---|
| | SSC Board | 242 | 389 | 341 | 24.3 | **-2.49** | 1.97 | 2.59 | S | 1.31 |
| | CBSE Board | 149 | | 345 | 23.7 | | | | | |
| Type of School | SSC Board | 242 | 377 | 341 | 24.3 | **-1.7** | 1.9 | 2.5 | NS | ---- |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| ICSE Board | 137 | | 347 | 25.5 | | 7 | 9 | |
| CBSE Board | 149 | 284 | 345 | 23.7 | 0.6 | 1.9 | 2.5 | NS ----- |
| ICSE Board | 137 | | 347 | 25.5 | | 7 | 9 | |

*df\*: degrees of freedom; LOS\*\*: Level of Significance; S : Significant; NS : Not Significant*

**Interpretation:** From the table, it could be observed that the calculated absolute value of  t = 2.49 among participants between SSC Board and CBSE Board Schools is more than the table value at 0.05 level (1.97). Therefore, the null hypothesis is partially rejected. Whereas absolute value of t = 1.7 among the participants with SSC and ICSE Board and that of t = 0.6 among the participants with CBSE and ICSE Board Schools are less than the table value at 0.05 level (1.97). Thus the null hypothesis is partly accepted.

**Finding:** There is no significant difference in the OCB scores of   Secondary School Teachers (SST) of CBSE Board with ICSE Board Schools and SSC with ICSE Board Schools. However, teachers of SSC Board Schools with CBSE Board Schools differ significantly with each other.

**Discussion**: Conditions such as physical environment, board related requirements, organizational climate, school policies, etc tend to be on similar lines when we talk about the CBSE Board and ICSE Board Schools. However these conditions differ significantly when compared with the SSC Board Schools. As researches have shown the OCBs are influenced by these conditions, hence a significant difference in OCBs is observed between SSC Board teachers with those of ICSE Board and CBSE Board teachers.

## 12. Conclusion

1. The Organizational Citizenship Behaviour (OCB) of secondary school teachers (SST) is  influenced by the factor such as type of school.
2.  Factors such as gender, age, experience, qualifications and subject of specialization do not influence Organizational Citizenship Behaviour (OCB) of secondary school teachers (SST).

## 13. Suggestions for developing Organizational Citizenship Behaviour among Teachers

In order to develop Organizational Citizenship Behaviour among teachers, it is essential to have provision of conducive climate. The same could be nurtured through timely

motivational activities conducted by school leaders. School Management should strategically plan to have growth avenues for top performers. More emphasis should be given to train teachers in their areas of strength so that bonding with the organization gets strengthened. A teacher who is physically, mentally, emotionally and financially sound with the provision of positive climate, will surely exhibit extra- role behaviours. Hence more emphasis should be given on developing and nurturing positive culture of professionalism. This demands progressive and instructional leadership demonstrated by School leaders and Top Management.

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