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A STUDY OF OCCUPATIONAL STRESS, JOB SATISFACTION AND ORGANIZATIONAL CITIZENSHIP BEHAVIOR (OCB) OF STATE AIDED COLLEGE TEACHERS (SACT)

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ABSTRACT

The present research assesses the relationship among job occupational stress (OS), job satisfaction (JS) and organizational citizenship behavior (OCB) of the state aided college teachers (SACT). Quantitative research methodology with a cross-sectional survey design was chosen for the study. State aided college teachers (SACT) (N-95) as subjects were selected randomly from the government aided colleges affiliated to University of Calcutta, West Bengal. This cross-sectional study analyzes responses of self-selected state aided college teachers (SACT) who responded to an invitation to complete an online questionnaire. Survey Google form tool was used to develop the questionnaire used for data collection. The standardized occupational stress (Antoniou et al., 2006); job satisfaction (Weiss, Dawis, England, & Lofquist, 1967) and organizational citizenship behaviour (Podsakoff, MacKenzie, Moorman, and Fetter, 1990) scales was used as instrument. It is clear from analysis that the gender has significant effects on occupational stress (OS), job satisfaction (JS) and organizational citizenship behavior (OCB) of the state aided college teachers (SACT). By employing Pearson correlation method it was revealed that a no significant correlation exists between occupational stress and job satisfaction; occupational stress and organizational citizenship behaviour (OCB) but significant correlation exists between job satisfaction and organizational citizenship behaviour (OCB).

Key words: Occupational Stress, Job Satisfaction, Organizational Citizenship Behavior (OCB) and State Aided College Teachers (SACT)

INTRODUCTION

The concept of OCB has been studied also in the sector of educational administration where relational linkages have been found to have impact on teacher development and improved school functioning. However, such studies in the context of educational institutes in India are not available in general educational institutions though OCB has been researched in the context of management and other professional institutions. The roots of the construct organizational citizenship behaviour could be traced back to *Barnard* (1938) and *Katz* (1964). *Barnard* underscored the theoretical and practical importance of the “willingness of persons to contribute efforts to the cooperative system” (p.83). He described this willingness as a posture tending to produce various constructive gestures. *Katz* (1964) distinguished between dependable role performance (i.e., in role performance) and what he described as spontaneous behavior, which includes cooperative gestures, actions protective of system, and behavior that enhances the external image of the organization. *Katz* (1964) noted that much of the patterned activity that comprises organizations goes beyond formal role prescriptions in the extent to which it is intrinsically cooperative. These behaviours transcend the formal job description and are found to be critical for efficient functioning of the organization. The literature on management studies has indicated that good will and voluntary activities improve work outcome consequently promoting the goals of the organization.

On the contrary *Winefield, et al.* (2001) found no relationship between stress and gender, race, academic title or remuneration. In a study on “Teachers Coping with the Stress of Classroom Discipline”, *Lewis*, (1999) examined that the teachers estimations of stress arising from being unable to discipline pupils in the way. They would prepare overall maintaining discipline emerged as a stressor, with those worst affected being teachers who placed particular emphasis on pupil empowerment. Thus a linear and negative relationship exists between occupational stress and job satisfaction (*Chalmers*, 1998; *Cotton, et al.* 2002; *Hawe, et al.* 2000; *Ulleberg., et al.* 1997). Studies regarding gender differences have revealed that women are more stressed than men (*Blix, et al.* 1994; *Dey*, 1994; *Stevens*, 2005). A comparative study conducted by *Sargent and Hannum* (2005) highlighted an in-depth research on teacher job satisfaction in rural north-west China, in terms of community factors, school environment factors, and teacher characteristics.

Recent research on the way a role is understood by the role holder (*Ashforth, Kreiner, & Fugate*, 2000; *Parker*, 1998; *Tepper et al.*, 2001) shows that the distinction between in-role and extra role behaviors is not as clear as it may first seem. Empirical evidence suggests that role-holders evaluate work roles and role behaviors in different ways; hence, an image of the role and OCB is to some degree unique to the individual (*Neale & Griffin*, 2006) and depends on the beliefs the individual brings to the role or according to which he/she judges another's job role. Moreover, teachers work in large bureaucratic systems, their duties are often intensely interpersonal, and OCBs are defined as helping behaviors (*Hannam & Jimmieson*, 2002), which makes it difficult to determine which behaviors in this helping profession are “extra-role”. The OCB boundary is not clear and it may vary across principals, teachers and parents. In India, the absence of commercial ground rules comparable to the U.S. economy means that the organization is vulnerable to capricious

enforcement of legal and regulatory codes (*Ahlstrom et al.* 2000). This involves not only good personal relationships between its top managers and local government leaders, but also a generalized sense in the community that it is a positive contributor to the welfare of the locality. As *Dipaola and Hoy* (2005) pointed out that the expanding role of lecturer cannot be sufficiently prescribed in lecturer's job satisfaction. Thus a linear and negative relationship exists between occupational stress and job satisfaction (*Chalmers*, 1998; *Cotton, et al.* 2002; *Hawe, et al.* 2000; *Ulleberg, et al.* 1997). Studies regarding gender differences have revealed that women are more stressed than men (*Blix, et al.* 1994; *Dey*, 1994; *Stevens*, 2005). On the contrary *Winefield, et al.* (2001) found no relationship between stress and gender, race, academic title or remuneration. In a study on "Teachers Coping with the Stress of Classroom Discipline", *Lewis*, (1999) examined that the teachers estimations of stress arising from being unable to discipline pupils in the way. They would prepare overall maintaining discipline emerged as a stressor, with those worst affected being teachers who placed particular emphasis on pupil empowerment.

From the review of related literature found that the most highly rated stress occurred to female than male teachers, the result indicated that both men and women teachers had both agreed that classroom problems were the most source of stress. Moreover, the study of *Tytherleigh, Jacobs, Webb, Ricketts, and Cooper* (2007) shows no differences between men and women in the perception or the consequences of exposure to stressors. *Kinman*, (1998); *O'laughin & Bischoff*, (2005) revealed that women in higher education reported that work or home imbalance was the source of stress and increased pressure due to scientific papers, and they were leaving their job due to stress. *Antoniou et al.* (2006) found that women teachers experienced a higher level of stress than male teachers on the three stress factors: interaction with students and colleagues, teacher's workload, and student's progress and emotional exhaustion. Only two studies (*Chaitanya & Tripathi*, 2001; *Kumar*, 2005) have attempted to develop a scale for Indian context. Besides the five OCB dimensions suggested by *Organ* (1988), *Chaitanya and Tripathi* (2002, p. 221) suggested an additional dimension 'display of voluntary behavior' distinct from 'altruism' dimension of *Organ*. They argued that all altruistic behaviors are voluntary, but the converse is not true. The above considerations strongly suggest that a new OCB measure should be developed for Indian context. This study intends to study these areas in the context of state aided college teachers and their professional integrity. It is imperative that OCB of the teachers and administrators are studied in educational institutions as educational institutions depend on norms of collegiality or such type of administration. There is an urgent need to study the antecedents of OCB and other related variables in the context of job satisfaction and occupational stress.

OBJECTIVES OF THE STUDY

The following are the objectives of the research-

- To assess the occupational stress (OS), job satisfaction (JS) and organizational citizenship behavior (OCB) of the state aided college teachers (SACT).
- To study the effect of gender on occupational stress (OS), job satisfaction (JS) and organizational citizenship behavior (OCB).
- To assess the relationship among occupational stress, occupational stress (OS), job satisfaction (JS) and organizational citizenship behavior (OCB).

HYPOTHESES

The following hypotheses were framed to achieve the above mentioned objectives.

H₀1- There will be no difference between male and female state aided college teachers (SACT) in respect of occupational stress.

H₀2- There will be no difference between male and female state aided college teachers (SACT) in respect of job satisfaction.

H₀3- There will be no difference between male and female state aided college teachers (SACT) in respect of organizational citizenship behavior.

H₄- There will be positive correlation between scores of occupational stress and job satisfaction.

H₅- There will be positive correlation between scores of occupational stress and organizational citizenship behavior.

H₆- There will be positive correlation between scores of job satisfaction and organizational citizenship behavior.

Methodology

The choice of quantitative research methodology with a cross-sectional survey design was appropriate for the study.

Sampling

The sample will be categorized in to male and female groups, teachers in urban and rural areas and teachers from government aided colleges under University of Calcutta. Total sample of 95 teachers will be selected randomly for this purpose. The researchers tried to maintain the objectivity as far as possible. This cross-sectional study analyzes responses of self-selected state aided college teachers (SACT) who responded to an invitation to complete an online questionnaire. Survey Google from tool was used to develop the questionnaire used for data collection. For the purpose of quantitative analysis of data, a few selected statistical methods were used. The responses were typed into an Excel program. Data were analysed by using SPSS v.16.

Instruments

Occupational Stress scale- The Teachers' Occupational Stress scale (15 items) constructed by Antoniou et al., (2006) was translated into Bengali and some items were modified. The scale consists of 15 items. Cronbach alpha was determined and the value was 0.672. The internal consistency of the scale was found to be 0.65.

Job satisfaction scale - The researchers developed the Likert type (5-point) scale (20 items) having a reliability (KR-21) value of 0.81. As it is practical and widely used concerning job satisfaction the short form of the questionnaire consisting of 20 five-level Likert items was used (Weiss, Dawis, England, & Lofquist, 1967). Item related 'The competence of my supervisor in making decisions', 'The chance to do something that makes use of my abilities',

Organizational Citizenship Behavior (OCB) Scale: The Organizational Citizenship Behavior Scale scale constructed by Podsakoff, MacKenzie, Moorman, and Fetter (1990) was translated into Bengali and some items were modified. The scale consists of 24 items. Cronbach alpha was determined and the value was 0.672. The internal consistency of the scale was found to be 0.65. Item related 'believe that I have too few options to consider leaving this organization. , 'If I had not already put so much of myself into this organization, I might consider working elsewhere'.

RESULTS AND DISCUSSION

The mean and S.D. of each group had been presented in Table- 1; the summary of t-test in Table- 2 and had correlation also been presented Table- 23.

Table No.-1: Showing the Descriptive Analysis of the scores of Occupational Stress (OS), Job Satisfaction (JS) and Organizational Citizenship Behavior (OCB) of the State Aided College Teachers (SACT).

	OS	JS	OCB
N	95	95	95
Mean	45.95	67.66	82.27
Std. Error of Mean	0.761	1.065	0.972
Median	46.00	68.00	83.00
Mode	44	64	85
Std. Deviation	7.417	10.383	9.477
Variance	55.008	107.800	89.818
Skewness	-0.510	-0.313	-0.239
Kurtosis	1.600	-0.611	-0.226
Range	46	44	45
Minimum	17	44	59
Maximum	63	88	104
Sum	4365	6428	7816

The descriptive statistics in table no.-1 for occupational stress (45.95), job satisfaction (67.66) and organizational citizenship behaviour (82.27) scores of mean, median and mode shows an average performance. In case of occupational stress (SD-7.417), job satisfaction (SD-10.383) and organizational citizenship behaviour (SD-9.477) the scores are more clustered. It is evident that scores of the variables asymmetrically distributed with the scores negatively skewed.

Table No.-2: Showing the N, Means, SDs and t-test of the Scores of Occupational Stress (OS), Job Satisfaction (JS) and Organizational Citizenship Behavior (OCB) of the State Aided College Teachers (SACT)

	Gender	N	Mean	SD	Mean Difference	df	t	Sig. (2-tailed)
OS	Male	33	43.79	7.127	6.210	93	4.218	0.000
	Female	62	50.00	6.230				
JS	Male	33	65.06	10.028	7.481	93	3.543	0.001
	Female	62	72.55	9.344				
OCB	Male	62	79.66	9.277	7.521	93	3.960	0.000
	Female	33	87.18	7.856				

From the above table, it can be said that the female state aided college teachers (SACT) are more prone to occupational stress (OS), job satisfaction (JS) and organizational citizenship behavior (OCB). From the above table, it can be concluded that although differences in occupational stress (OS), job satisfaction (JS) and organizational citizenship behavior (OCB) scores were observed from descriptive statistics in respect of gender yet statistically significant difference were reported in the context of gender of study.

This Result indicates that $H_0 1$, $H_0 2$ and $H_0 3$ are rejected

Table No.-3: Showing the Relationship among Occupational Stress (OS), Job Satisfaction (JS) and Organizational Citizenship Behavior (OCB) of the State Aided College Teachers (SACT).

		OS	JS	OCB
OS	Pearson Correlation	1	0.029	0.014
	Sig. (2-tailed)		0.777	0.893
	N	95	95	95
JS	Pearson Correlation	0.029	1	0.402**
	Sig. (2-tailed)	0.777		0.000
	N	95	95	95
OCB	Pearson Correlation	0.014	0.402**	1
	Sig. (2-tailed)	0.893	0.000	
	N	95	95	95
**. Correlation is significant at the 0.01 level (2-tailed).				

Through the Pearson co-relation table no.-3 shows that that no significant correlation exists between occupational stress and job satisfaction (0.029); occupational stress and organizational citizenship behavior (0.014) score; but significant positive correlation exists between job satisfaction and organizational citizenship behavior (0.402) scores of the state aided college teachers (SACT).

This Result indicates that H 4 and H 5 are accepted but H6 is rejected

The present study was recommended that state aided college teacher's (SACT) salary scale should be revised and they should be entitled to other benefits like refresher courses, medical facilities, promotional strategy and others. Workload should be commensurate with their salaries. Teacher's efforts should be appreciated by the principal. The organizational climate of the college as a whole and that of staffroom particularly should be made more conducive. The government should provide state aided college teacher's (SACT) with opportunities to socialize issues pertaining to their problems. Since the state aided college teacher's (SACT) personally feel that there is a lack of association for their activities, so the government should give permission to form unions to ventilate their grievances. Limitation of the study is sampling should have been more rigorous and larger in size. The focus of the study is only on state aided college teacher's (SACT) under University of Calcutta. It did not investigate the effect of other factors like time, organization climate, workload, etc.

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