ANALYSIS OF ORGANIZATIONAL CITIZENSHIP BEHAVIOR AND WORK MOTIVATION OF TEACHERS AT SECONDARY SCHOOL LEVEL

BY

Farhat Parveen

NATIONAL UNIVERSITY OF MODERN LANGUAGES

ISLAMABAD

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M.Phil. Education. Preston University, Islamabad, 2017

A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF

DOCTORATE OF PHILOSOPHY

In Education

To

DEPARTMENT OF EDUCATIONAL SCIENCES

FACULTY OF SOCIAL SCIENCES

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 Thesis Title: Analysis of Organizational Citizenship Behavior and Work

Motivation of Teachers at Secondary School Level

Submitted By: FARHAT PARVEEN   **Registration #: 776 PhD/EDU/F-18**
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DOCTOR OF PHILOSOPHY
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ABSTRACT

Thesis Title: **Analysis of Organizational Citizenship Behavior and Work Motivation of Teachers at Secondary School Level**

This study was undertaken to analyse organizational citizenship behavior and work motivation of teachers at secondary school level. This study was intended to; evaluate level of organizational citizenship behavior and work motivation of teachers at secondary school level, analyse demographic variables i.e. gender, qualification, age, teaching tenure and socio-economic status based differences regarding organizational citizenship behavior and work motivation of teachers at secondary school level, investigate relationship between organizational citizenship behavior and work motivation of teachers at secondary school level. Quantitative research approach was used and the study was descriptive in nature. This study was based on Organizational Citizenship Behaviour model by Organ (2006) and Herzberg (2010) two factor theory of motivation. Population of the study was consisted of 2200 male and 2400 female teachers. Stratified random sampling technique was used to select sample of 327 male teachers and 331 female teachers teaching at secondary level from Model Secondary Schools of Islamabad. Data was collected through two questionnaires. Organizational citizenship behavior scale developed by Podsakoff and Moorman (2018) and work motivation scale developed by Hilmi Italic (2016). Data was analysed through mean, percentages, t-test, ANOVA and Pearson correlation coefficient by using SPSS. Findings of this study indicated that teachers at secondary school level have shown agreed responses towards organizational citizenship behavior and work motivation. There were significant mean differences found in gender, age, teaching tenure and socio-economic status of teachers at secondary level, while no significant mean differences were found in academic qualification of teachers regarding organizational citizenship behaviour and work motivation of teachers at secondary level. Significant positive relationship was identified between OCB and work motivation of teachers. Therefore, it is recommended that discussions, workshops and seminars may be arranged by higher administration authorities to enhance the aspect of altruism and work motivation of teachers and to develop OCB policies and approaches among teachers by providing them understanding about helpful behaviour amongst all teachers and staff.

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LIST OF ABBREVIATIONS

Abb.	Terms
Df	Difference
F	Value of ANOVA
OCB	Organizational Citizenship Behaviour
CBO	Communal Based Organization
OCBS	Organizational Citizenship Behaviour Scale
OCBI	Organizational Citizenship Behaviour of Individual
OCBO	Organizational Citizenship Behaviour of Organization
ERG	Existence Relatedness and Growth
nACh	Need for Achievement
nAFf	Need for Affiliation
nPow	Need for Power
R	effect size
R^2	R Square
Sig.	Significance
SPSS	Statistical Package for Social Sciences
t	t test

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 I am greatly obliged to my mother for all her possible moral and emotional support in my life and especially during this study and being the real source of inspiration for me. I thank her for being there always to look after my kids during my study.

Farhat Parveen

Dedicated to

To my

Father (Malik Mehboob Ali)

Mother (Parveen Akhter)

CHAPTER 1

INTRODUCTION

Over the past few years, several instructive and educational departments in emerging nations confront extreme need and requirement for sustaining and enlightening work incentive and motivation of their workers to turn out to be more creative and productive to cultivate better work contentment. As enthused workers who are well competent, they can considerably take constructive part in the development of organizational citizenship behaviour (OCB), which is considered very essential owing to its significance in endorsing constructive relations among workers themselves and connecting workers in the administration's doings and activities (Chu et al., 2017). The presentation and performance of the workers mainly are accredited to the great inspirational motivation and the organization citizen behaviour need to be significantly measured. Motivation carries a significant part in improving and enhancing the output performance of the workers; in that way, adding to the overall productivity of the organization. Encouraged and enthused workers can add to the realization of organizational citizenship behaviour. For that reason, administrators should explain the whys and wherefores to put an effort in order to select an appropriate motivational approach.

According to (Ryan, 2017), motivational aspects are manipulated by situation such as the monetary awards, professional advancement and administration concerns as the essential element. On the other hand, organizational citizenship behaviour (OCB) is significant in stimulating constructive connections among workers and linking workers in the administration's actions. OCB is supposed to assist accomplishment of administration's objectives and improve its output and performance (Chan, 2018).

Companies carry on to meet deep requirement for sustaining and refining work motivation of the employees and challenged with strong stress to regulate functioning charges. Several administrators have shifted their policies to workforce decrease and other restructure struggles. As a result, the left-over workers are demanded to do more work with a lesser amount of pay and allowances which add to lessened motivation of the employees. In these indefinite time period, it is significant that managers realize the notions of work motivation and organizational citizenship behaviour to progress their work; as a consequence, create a centre of attention and keep hold of those workers skilled of displaying such kind of loyal and motivated conduct for their administration. The institutions have their part of discontented overloaded workers particularly for those departments having not enough salaries for the workers so they overburdened their limited workers. The forbearance for anxiety in the progression of their job output and performance can occasionally proceed unhealthful restrictions for the employees due to lack of work motivation and organizational citizenship behaviour (LePine, 2018).

In the middle of overloaded work anxieties, workers tend to internally incline the frightening administrative interconnection at their particular departments and work places. The research study expects to generate an enhanced outlook of the workers' presentation of organizational citizenship behaviours and their foundations of motivation in order to offer a well- protected and motivated setting for the workers and to acquire advantage from the benefits of work motivations and organizational citizenship behaviours; in consequence accomplishment of the objectives of the organization with the help of motivated and loyal workforce. Organizational Citizenship Behaviour (OCB) and related consequences on person efforts and

organizational output has been focus of broad exploration studies from the preceding years (Bateman & Organ, 2007).

Organizational Citizenship Behaviour is extensively regarded as progressive and positive in manner, but its backgrounds are not as much of identified. Those small number of research studies that have observed backgrounds of OCB have verified features for instance conscientiousness (Organ, 2005), agreeableness (Neuman, 2016), requirement for achievement (Neuman, 2014), institution -centred self-regard (Tang, 2017), emotive intelligence (Carmeli, 2018), and intentions (Finkelstein, 2017). Organ (2005) entitled for better and improved exploration studies of the forecasters of OCB, insisting on this point that worker's motivations might recommend experimental description of experience for the reason that workers' intentions may influence their conducts, their drives may also direct their flexible, non-task actions. However certain research works have observed drives as a forecaster of OCB, contented theories of job and work inspiration have not been investigated, apart from one research work (Barbuto, 2018). (Scholl, 2017) suggested an integration classification of work inspiration and motivation, including self- notion centred procedures. (Barbuto, 2018) functionalized this classification and employed it to forecast conduct of person in charge. Following work utilised the record to forecast impact strategies and changing management (Marx, 2017). For the most part of the research work of job and work drive have concentrated on managerial conducts, so by means of using it to forecast worker behavior is an essential development. (Barbuto, 2018) employed the classification in an initial analysis of OCB, but results and conclusions were restricted owing to size of targeted sample and psychometric matters. The uncertain outcomes described have need of repetition having a greater size of sample and a restructured work place inspiration and motivation procedure.

Organizational citizenship behaviour includes everything productive that workers do, of their personal determination, which strengthens workfellows also promotes the organizational expansion. Organizational citizenship behaviour denotes to the conduct and behavior of a person that is not essential for an individual to execute; preferably they are individual selection of a person however which in turn play a role to organizational development and progress (Organ, 2017). Significance of OCB for administrative efficient working has been well planned out in latest times also experimental research studies recommends that OCB be a factor in role execution in assessment ranking (Podsakoff, 2018). Great competitive environment in today's educational setting demands educators making every effort afar from their prescribed work portrayal (Bogler, 2019). Educational institutions in time of varying circumstances have been more reliant on educators being prepared to execute outside official work needs. In administrative writings, non-recommended structurally favourable conduct and behavior part from appreciative behaviours centred on official responsibility responsibilities.

(Organ, 2016) defined the non-suggested actions as organizational citizenship behavior. Organizational citizenship behaviour (OCB) is frequently inferred as the conduct and approach of employees that go beyond the necessities in which the prescribed position cannot be openly understood and identified by proper and formal reward and compensation structures, can accelerate administrative affairs (Organ ,2000). Organizational citizenship behavior contains a number of conducts and behaviours comprising assisting others, being unpaid assistant for additional responsibilities, comply with the guidelines and techniques of the place of work. Job Performance in an institute can be affected by OCB, Citizenship behavior can benefit persons to work collectively to progress assemble group performance. Workers at work

all together to support each other do not have to request their managers to ask for assistance, allowing bosses be relaxing from more significant and important responsibilities (Podsakoff, 2013)**.**

OCB can also be inferred as conducts and behavior that surpasses prescribed responsibilities that are not associated to direct reimbursement**.** That is, even though a worker who has a high level of OCB will not be rewarded in the mode of cash or some additional benefit, the OCB is further about the societal actions of each person to put effort beyond what is estimated, such as facilitating co-workers all through unpaid discontinuities is one instance**.** However, there is complete understanding on the actuality of OCB, there is much less conjunction on the theoretic foundations of these anticipated conducts. OCB was the suggested paradigm devised by Organ in the course of his preliminary effort to comprehend these as-yet-unnamed actions as an enhanced depiction of "functioning" in the "satisfaction-causes-performance" disagreement (Organ, 2013). This work has directed to numerous research studies investigating a diversity of interpreters of OCB, comprising work gratification, administrative assurance, and observations of righteousness.

(Niehoff, 2018) noticed that OCB signifies a group of necessary structural actions, which exhibit multi-dimensional associations with constructive administrative significances. What has been omitted, though, is a theoretically comprehensive structure for comprehending why OCB take place. Generally, each innovative research study recommended, and to a degree observed provision for, a new originator of OCB. But it is obvious that a convergence for consistency in the theoretical foundations of OCB is exactly absent. It is discussed here that this non-existence of conjunction in the pursuit for previous circumstances is not owing to any capacity matters; rather OCB has been mainly investigated as a drive for improved administrative execution by the

side of other commonly acknowledged structural variables. Specially, the academics observed OCB in association to administrative assurance, work gratification, or technical uprightness to explore the workers' assistances to administrative functioning. Furthermore, the investigators not succeed to recognise why workers in the primary position involve in OCB in an administrative background. Scholars and researchers are concerned in exploring the previous circumstances and significance of OCB within the perspective of work to discover how to stimulate workers to exhibit OCB in the direction of the work, and the effect of OCB on the administration's output. Worker's work gratification and organizational commitment have been presented to forecast worker OCB. In adding, character qualities can be forecasters of worker OCB; conscientiousness and agreeableness are qualities most consistently and reliably employed as forecasters of OCB. The advantages of OCB are improved organizational efficiency, worker work output, competence, and intent to inhabit with the administration (Ingrams, 2019).

Organizational citizenship behavior (OCB) and its consequences on particular person in addition to administrative functioning has been the focus of wide-ranging investigation study from the past 25 years (Bateman & Organ, 2018; LePine, Erez, & Johnson, 2017; O'Brien & Allen, 2017). Organizational citizenship behavior is broadly regarded as optimistic manners, but their originators are less recognized. Those limited research studies that have studied predecessors have verified features such as conscientiousness, agreeableness, need for accomplishment, organizational-based Self-regard, emotional intellect, and intentions (Finkelstein, 2017). (Organ ,2013) termed for improved research study of the analysts of OCB, stating that worker's intentions may propose experimental justification of the occurrence. For the reason that workers' motivations may direct their actions, their intentions may also lead their unrestricted,

non-task deeds. Whereas a few research works have observed intentions and motivation drive as a forecaster of OCB, content theories of work motivation have not been investigated, apart from one research work (Barbuto, Brown, Wheeler, & Wilhite, 2016). Leonard, (Beauvais & Scholl, 2017) suggested an integrative typology of work motivation, including self-concept-based procedures. (Barbuto & Scholl ,2017) put into function and operationalized this typology and applied it to foresee behaviour of heads and managers. Following work employed the inventory to forecast effect strategies and transformational management and leadership (Barbuto, Fritz, & Marx, 2015).

(Ryan & Deci ,2017) stressed that motivation is a kind of drive with the help of which human beings accomplish their objectives. Motivation is then distinguished into intrinsic motivation and extrinsic motivation (Ryan & Deci, 2017). Intrinsic motivation is well-defined as self-drive obtained by an individual to finished a specified duty instead of the energy acquired from exterior elements like financial incentives. On the other hand, extrinsic motivation is described as person inclination to accomplish an objective due to certain distinguishable consequence or incentives. The preceding findings of research study has revealed that motivation effects human being's approach as well as conduct (Mansfield, 2019). An experiential research study by Imer et al., (2016) verified that worker's organizational citizenship behavior (OCB) was affected by the individual outlook also person character. Moreover, research study conclusions by (Sevin,2017) had statistically advocated the opinion that motivation is the reason of the individual personal approach as well as behaviours. As a result, motivation may possibly have a momentous influence on OCB.

In order to describe inspiration and motivation, it might be narrated that it is a feature that is considered and come within reach of various job intensities, as of high-ranking person to subordinate, in the place of work as workers leading to the fellow

employees and individuals in the working institutions. Then, it is the administrative part to commence the drive and motivation procedure and encourage the workers to enhance the feedbacks and suggestions on which element actually inspires and provokes to all and it ought to be as an approach to accomplish organizational objectives by means of their foremost resources which are employees of any particular organization. Additionally, (Garderner, 2018), well-explained inspiration and motivation as it is concerning the progressing workers in the direction of performing the job and attaining the objectives all through incentives and recompenses. However, (Porter, 2016) specified that work and job motivation is a feature that modify worker's technique of performing certain task allotted by their organization and behavior towards accomplishment of their goals.

(Allscheid & Cellar ,2017) indicated that in order to be worthy in any particular feature in the place of work, the mere ability mandatory is motivation for that specific skill. So, it is an ability and aptitude that is prerequisite to execute some task or duty. Anne (2018) described motivation as an expression that denotes to a process which describes, regulates, and keep up specific manners and also discovered that individual worker has diverse requirements and longings which signifies that the motivation dynamics are diverse from one worker to another. Grounded on that, numerous motivation theories must be employed to be mindful of nearly all worker's necessities. A number of necessity and inspiration notions have been explained in the research work to make clear that what is the level of the inspiration and motivation. The work of (Jones, 2017) are of specifically significant in contributing expansion to the subsequent description of work and job drive motivation: Work place motivation is a collection of spirited powers that initiate mutually inside as well as outside a person's be there to make the first move to execute any assigned task – associated conduct and behaviour

and to ascertain its procedure, course, strength and interval. Furthermore, (Hislop, 2018) described inspiration and motivation as a type of energy which drives workers to perform activities that is a consequence of the personal necessities remain contented in order to show the motivation to conclude and continue with the assignment. In additionally, enthused workers are essential and obligatory in this speedily varying place of work and marketplaces. They will support administrations stay alive by executing the work and effort mandatory with their occupied supressed; therefore, workers show added dynamic (Christy, 2016). Positioning the appropriate workers in the accurate situations be determined by their expertise and quantity of effort the employees be able to produce will heighten their capability on the way to consume their abilities as well as aptitudes repeatedly that will direct to focus on the professional assignments plus intentions (Barbara, 2017). So, not any special action will ever happen without motivation that would command the institution structure to acquire a great output, output ratio, great efficiency in addition to great performance ratio and outcomes.

In interpretation of important part of OCB in enhancing work motivation of employees, the researchers and specialists concentrated on recognising essential forecasters of OCB. (Bateman & Organ ,2013) organized research study and pinpointed "job satisfaction" and 'employee motivation' as one of the trustworthy interpreters of OCB. Besides the preliminary endeavours of Organ and Bateman, other scholars strived to determine a number of features of OCB and they arrived at to a decision that varied variety of assignments, workers, administrative and motivational features have excessive influence on OCB (Podsakoff & Mackenzie, 2017). Researchers made understanding on the job satisfaction and employee motivation as the greatest interpreter of OCB and retrieved it as a too extensive paradigm and consequently

delivered the subsequent sum-up regarding the interpreters of OCB at both stages of distinct as well as administrative influencing the workers disposition to explain OCB at their place of work (Devi, 2016). Job satisfaction openly and directly effects the functioning attitude and behaviour of workers and as a consequence it is connected to the job output and performance. The workers holding better job gratification would decrease nonattendance and turnover decision and the same would be as a result heighten OCB. Additionally, a worker keeping convincing faith in understanding of his/her administrations objective and goal would have intense and wholehearted affection with the organization and he/she would exhibit better OCB (Wanto, 2018).

The foremost purpose of this research study is to analyse the level of OCB and work motivation amongst the secondary level teachers of Pakistan. As in secondary schools' high-level education is delivered so its excellence as well as delivery carry some weight. This research study will disclose the causes due to which some educators display more helpful as well as compassionate conduct than the others. Excellence of work is reliant on skilled growth so educators' effort cannot be separated from progress. Contribution of all the individuals that are included in instruction and wisdom is essential for excellence growth. (Odhiambo,2013). The philosophy and cultural values of Pakistan and Asia is in general dissimilar from the rest of the world, consequently OCB in this region may be different from the rest of the world as OCB contrast in terrestrial framework (Gautam, 2011) and it is endorsed in a dissimilar mode in diverse philosophies. According to (Moorman,2016) workers carrying out OCB and work motivation achieve sustenance from their administrations in general (Bukhari, 2008).

The current research study proposes intense signs, that the designated antecedents have profound influence on OCB. But the environmental, ethnic as well as ecological alterations may instigate some deviance in addition to inconsistencies from

the outcomes by former investigators who had taken into account merely Western culture in their research studies. As stated earlier, a small number of investigators have striven to bring into line their exertions for investigation of OCB and work motivation, predominantly in this geographic framework i.e., of South Asia. OCB has a vigorous significance to an institution, as much as the brain has significance for a human, for the reason that devoid of brain a human cannot direct the body operate in an appropriate manner, in the same way, if employees are not prepared to work and their work guidelines are not corresponding to the institutional objects then the institute cannot accomplish the functioning proficiency.

Organizational citizenship behavior and work motivation concerning instructive background are not considerably discovered subjects in scholastic research study. This study is aimed to analyse the organizational citizenship behavior and work motivation of teachers and correspondingly the association concerning Organizational citizenship behavior and work motivation of teachers. This research study is also intended to discover gender-based difference regarding organizational citizenship behavior and work motivation of teachers at secondary level.

1.1.   Rationale of the Study

Current research study concentrated on two constructs, which are organizational citizenship behavior and work motivation. These constructs captivated the consideration of researcher as OCB gives a boost to worker's confidence. It upsurges employee's levels of job significance. It is effective for worker's execution as well as output. It generates enhanced public collaborations amongst workers. Additionally, worker's work motivation is fundamental to an organisation's triumph. It's the degree of dedication, determination as well as vigour that an organization's employees bring to the role daily. Devoid of it, organizations practice decreased output, reduce degree

of productivity and it's to be expected that the organization will fall short of getting significant objectives too. OCB and work motivation has furnished profitable outcomes in every single domain of life, either it is skilled or subjective life. Moreover, purpose of creating institute succeeded is not achievable without OCB and work motivation of employees. Consequently, it considered essential to carry out a research study on variables like organizational citizenship behavior and work motivation. Research study on subjects like organizational citizenship behavior and work motivation was comprehended imperative by investigator due to their abundant dynamic results for workers as well as institutions. Current research study has analysed organizational citizenship behavior and work motivation of teachers at secondary school level. Overhead discussion revealed the truth that these two variables are valuable for institutions, its efficiency and workers. In preceding research studies, organizational citizenship behavior and work motivation were examined individually and with other variables as well. Moreover, impact and effect of these variables were also observed on other variables but analysis of these two variables was not searched.

Nowadays in a realm of competitive commercial setting, each institution irrespective of measures and marketplaces is struggling to get reasonable benefits, to accomplish enhanced and to attain competence and efficiency. In order to do that, it is significant for an institute to patently describe its objects, and to recognize how to achieve these objectives in a good way with the usage of accessible assets. On the other hand, stating an administration's assets, it is the human assets that fill up all the breaches in the middle of each phase of attainment and accomplishment of desired objectives. Workers are the one who employ their capabilities and understanding to offer sustenance to the concern institution as the means of attaining objectives (Peter,2020). Administrations round the world that consider their human assets as a fundamental

essence of the institution and constantly strengthen the level of their workers' motivation and output performance tend to be more efficient (Adi, 2018; Anka, 2016; Rothberg, 2018). Investigators have started off discerning about the conception of Organizational Citizenship Behaviour and work motivation in educational background. The instructive perspective was perhaps not well-thought-out practical as commercial and organisational area was. As a consequence, research work in this way was in general overlooked (Shaw, 2019).

Researchers are examining aspects distressing work motivation of teachers, the policies in which Organizational Citizenship Behavior and work motivation can be heightened for improved instructive conclusions for teachers. Its consequences have been considered and are element of the thoughtful exploration events of the scholastic scholars round the world (Marie, 2010). In Pakistan, there is not adequate research work done on Organizational Citizenship Behavior and work motivation of teachers particularly at doctorate level. Consequently, it is desirable to discover the Organizational Citizenship Behavior and work motivation of teachers at secondary school level. The current research study filled a gap by examining the mutual roles of Organizational Citizenship Behavior and work motivation by employing teachers as sample. Organizational Citizenship Behavior and work motivation are worthwhile constructs which will not only benefit individual but correspondingly support secondary schools as these are connected with number of other organizational consequences.

Additionally, diverse research studies have been performed on the organizational citizenship behavior and work motivation as independent constructs and with other constructs in European settings. In Pakistan, a smaller number of investigators studied these variables particularly in teachers' group. These notions recognized by various investigators have unlocked the accesses for future research scholars to further work on these two variables

to advance the state of affairs of workers, their place of work circumstances as well as institutes. As constructs of organizational citizenship behavior and work motivation have displayed valuable outcomes for workers, bosses as well as for institutes. In adding up to analysis of these two constructs, sensitization of these constructs in education domain is also obligatory. Present research study is a slight struggle as well as input for sensitizing these significant features of human beings at place of work. Organizational citizenship behavior and work motivation are subjects generally examined in commercial framework. On the other hand, these topics are also acquiring speedy as well as boosting consideration in framework of teaching area. Teachers are grooming capable persons for other disciplines. As a result, organizational citizenship behavior and work motivation of teachers are also correspondingly rather more significant. Teachers 'work motivation with their teaching occupation is as essential as for workers in other disciplines. Same is the case of organizational citizenship behavior which is amalgamation of hopefulness, flexibility, self-efficacy as well as anticipation.

There are numerous research studies carried out on Organizational Citizenship Behaviour and work motivation. These researches are generally accomplished in business administrations as well as at university level. This research study concentrated on both of these variables simultaneously in order to delve into Organizational Citizenship Behaviour and work motivation of teachers at secondary school level. This study investigated discernment of teachers concerning Organizational Citizenship Behaviour in Islamabad, Pakistan. It also discovers perception of teachers on the subject of level of work motivation of teachers at secondary school level.

1.2   Statement of the Problem

Research of Organizational Citizenship Behavior and work motivation has been wide-ranging since its initiation around twenty years ago. It is intensely mandatory to analyze the Organizational Citizenship Behavior and work motivation of individuals. The Organizational Citizenship Behaviors are noticeable behaviors for organizational innovativeness. The suggested research study was intended to analyze Organizational Citizenship Behavior and Work Motivation of teachers at secondary school level. Both constructs were selected for the current research study for the reason that OCB give a boost to worker's confidence. It upsurges employee's levels of job significance. It is effective for worker's execution as well as output. It generates enhanced public collaborations amongst workers. Additionally, worker's work motivation is fundamental to an organization's triumph. It's the degree of dedication, determination as well as vigor that an organization's employees bring to the role daily. Devoid of it, organizations practice decreased output, reduce degree of productivity and it's to be expected that the organization will fall short of getting significant objectives too. OCB and work motivation has furnished profitable outcomes in every single domain of life, either it is skilled or subjective life. Moreover, purpose of creating institute succeeded is not achievable without OCB and work motivation of employees. Due to this, subjects like OCB and work motivation are attracting investigators as well as administrations.

In preceding research studies, these constructs were investigated individually or in relationship with other variables but analysis of Organizational Citizenship Behavior and Work Motivation at secondary school level was an unsearched problem. Furthermore, less-availability of research literature at secondary school level in general in the universal framework in addition to precisely in the Pakistani perspective also took the lead for carrying out this research study. Therefore, aim of current study was

to linking these gaps by analyzing OCB and work motivation of secondary school teachers. Other objectives of the research were to evaluate level of Organizational Citizenship Behavior and Work Motivation of teachers at secondary school level, to analyze demographic variables i.e. gender, qualification, age, teaching tenure and socio-economic status-based differences regarding Organizational Citizenship Behavior and Work Motivation of teachers at secondary school level and to investigate relationship between Organizational Citizenship Behavior and Work Motivation of teachers at secondary school level.

1.3.   Objectives of the Study

This study was intended;

i. To evaluate level of organizational citizenship behavior of teachers at secondary school level.

ii. To find out level of work motivation of teachers at secondary school level.

iii. To analyse demographic variables i.e., gender, qualification, age, teaching tenure and socio-economic status-based differences regarding organizational citizenship behavior of teachers at secondary school level.

iv. To explore demographic variables i.e., gender, qualification, age, teaching tenure and socio-economic status-based differences regarding work motivation of teachers at secondary school level.

v. To investigate relationship between organizational citizenship behavior and Work Motivation of teachers at secondary school level.

1.4. Hypotheses of the Study

There were following null hypotheses of the study;

Ho1   There is no significant difference in teachers' organizational citizenship behaviour on the basis of their gender at secondary school level.

Ho2   There is no significant difference in teachers' organizational citizenship behaviour on the basis of their qualification at secondary school level.

Ho3.   There is no significant difference in teachers' organizational citizenship behaviour on the basis of their age at secondary school level.

Ho4.   There is no significant difference in teachers' organizational citizenship behaviour on the basis of their teaching tenure at secondary school level.

Ho5.   There is no significant difference in teachers' organizational citizenship behaviour on the basis of their socio-economic Status at secondary school level.

Ho6   There is no significant difference in teachers' work motivation on the basis of their gender at secondary school level.

Ho7   There is no significant difference in teachers' work motivation on the basis of their qualification at secondary school level.

Ho8.   There is no significant difference in teachers' work motivation on the basis of their age at secondary school level.

Ho9.   There is no significant difference in teachers' work motivation on the basis of their teaching tenure at secondary school level.

Ho10.   There is no significant difference in teachers' work motivation on the basis of their socio-economic status at secondary school level.

Ho11   There is no significant relationship between organizational citizenship behaviour and work motivation of teachers at secondary school level at secondary school level.

1.5.   Significance of the Study

Whether it is a concern of allocating any duty or accomplishing any duty, work motivation take part a key role and it is also a vigorous strength in the direction of constructing a strong and prosperous institute. Worker's opinion of motivation in an administrative situation affects their consequence manners such as citizenship and as an outcome the organization efficiency. Scholars at world-wide level generated a decent number of research studies commonly in social and administrative sciences. Nowadays as the instruction structure and the learning field are turning out to be more commercial orientated and scholars have commenced fluctuating their research work determinations in the direction of school situation. This research study observes the consequences of demographic variables such as: gender on Organizational Citizenship Behaviour and work motivation of teachers at Secondary level. This work also looks at the correlation of work motivation with organizational citizenship behaviour.

Educators, counsellors and mentors may gain assistance from this research study by considering the primitive significance of heads and teachers' approach towards Organizational Citizenship Behavior and work motivation for accomplishment of organization's objectives and intentions. By means of this research study, new researchers may recognize all those aspects which may impact Organizational Citizenship Behavior and work motivation of educators. The existing study will be advantageous and helpful in escalating the current research works on relationship between Organizational Citizenship Behavior and work motivation of Secondary school teachers.

The innovative investigator comprehends the influence of Organizational Citizenship Behavior of teachers towards their work motivation at secondary school level. This research work may feasibly support to notify the educators that how the notion of Organizational Citizenship Behavior and work motivation progressed and in what way these two conceptions remain interconnected with each-other. Educationists, educators, consultants as well as mentors may get support from this research study by recognizing the fundamental significance of teacher's organizational citizenship behavior and work motivation at secondary level. This research work may correspondingly strengthen to extend the reformed dynamics that precisely influence on the teachers' organizational citizenship behavior and may also comprehend the teacher's insistence in the direction of work motivation.

1.6. Theoretical Framework

Organizational citizenship behavior was researched by means of Organ's five dimensions' model of Organizational Citizenship Behaviour (2006). He recommended following five dimensions in Organizational Citizenship Behaviour model. Altruism is a voluntary and discretionary manners point toward facilitating other fellows and colleagues in the particular job circumstances. Conscientiousness is relational manners like acquiescence with organizational standards which go in good form outside the least role necessities of the institution. Sportsmanship is action which hold back the workers from abstaining to criticize about triviality or insignificant problems; and complaints of minor kind of dimensions. (Organ, 2006) in a mythical form understood it as escaping from criticizing trivial complaints, criticizing against actual or fictional offends, and creating problematic situations out of trivial happenings. Courtesy is denoting and updating the concerned people before taking any action. Civic virtue is to be present at gatherings and meetings, participating in the conversation and also linking in the

administrative actions very actively. It is in fact the conduct on the part of a person that states that he/she dutifully take part in, is included in, or is anxious about the success of the concern institution. Organizational Citizenship Behaviour model by (Organ ,2006) based on five dimensions as;

Altruism denotes to the wish of workers to support one another devoid of expectancy of receiving any incentive in compensation of that help. Sportsmanship relates to exhibit optimistic, positive and inventive work manners to avoid creating problems for co-workers and criticizing without need as well as staying understandable towards complications at the place of work. Courtesy refers to well-mannered and sympathetic attitude concerning to other co-workers at work place. It is associated to offer welcoming atmosphere by means of gracious communication at work place in order to avoid complications. Conscientiousness describes a form of going well further than nominally mandatory degree of presence, regularity, preserving assets in addition to connected affairs of repairs at work place. Civic virtue refers to active participation and engagement of workers in administration's tasks which are not obligatory for them to do so but they take part in all such type of activities as dedication towards organization.

The evaluation specifies that there are varied features of dimensions. Still, the researchers focussed on Organ's 5-dimension OCB model (2006). The critical analysis of all other OCB models specifies that the most extensively acknowledged as well as functional model in diversified fields is of Organ's 5-dimension model. Other models, though presented some innovative dimensions/kinds/methods; they all are, in universal, inspired by Organ's prominent work.

Motivation is an inner power, based on a person's necessities which motivate him/her to attain preferred objectives. Herzberg's motivation-hygiene theory, also acknowledged as the two-factor theory has obtained extensive consideration of containing a hands-on methodology in the direction of encouraging and motivating workers. Instigators contains the dynamics constructed into the work itself, such as attainment, acknowledgement, accountability and progression. Hygiene elements were connected to approaches of displeasure inside the workers and were extrinsic to the career, for instance relational associations, income, administration and company institutions policy (Herzberg, 2010). (Herzberg ,2010) Two factor theory of motivation based on ten dimensions as;

Achievement is the act of accomplishment of a goal. It is the outcome of what an individual has acquired from some experiences and the expectation of finding gratification in becoming skilled at challenging and difficult performances. Work itself refers to physical or intellectual struggle focused in the direction of doing or making something distinctive for the attainment of desired objectives. Advancement refers to development concerning to a specific activity or area of knowledge. Growth is the procedure of developing physically, mentally and intellectually. Company policies are fundamentally set in place to establish the procedures of behaviour as well as conduct within an organization, drawing the duties and accountabilities of both employees and employers. Company policies target to safeguard the rights of employees as well as the job benefits of employers.

Supervision is the act of observing an individual or activity and making sure that everything is going on appropriately and safely. Relationships are the constructive contacts between employees in the organizational setting that nurture encouraging societal collaboration and create a cherishing atmosphere of reliance as

well as support among employees. Working conditions refers to the functioning setting and features of a worker's terms and conditions of occupation. This includes such concerns as: the organisation of work and work accomplishments; coaching, assistances as well as employability; health, security and comfort, working time and work-life equilibrium. Security refers to the state of being relax and free from any type of danger or threat related to job as well as related matters. Salary is a permanent consistent payment, usually paid on a monthly basis by an employer to an employee.

Literature of organizational behavior discusses OCB as the motivation-based behavior, that is, OCB develops due to motivation (Ariani, 2012; Dávila & Finkelstein, 2013). Both extrinsic and intrinsic motivation develop and strengthen behavior directly, and also affect organizational behaviour (Joiner & Bakalis, 2006). Other researchers (Allen and Rush, 1998) reported that employees engaging in OCB will depend on the leader's perception of employee motivations and expectation. There is a significant relationship between employee OCB and their work motivation. According to OCB dimensions conceptualized by Organ (1998) and a meta-analysis (LePine, Erez and Johnson, 2002), it was established that motivation and OCB were highly correlated to each other and there was no apparent variation in relationships with the most popular set of OCB antecedents.

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┌─────────────────────────────────────┐
│   Organizational Citizenship Behaviour │
│              Altruism                  │
│            Sportsmanship               │
│              Courtesy                  │
│           Conscientiousness            │
│             Civic Virtue               │
└─────────────────────────────────────┘
                    (Organ, 2005)

┌─────────────────────────────────────┐
│           Work Motivation              │
│  Motivator Factors    Hygiene Factors  │
│  Achievement          Supervision      │
│   Work itself         Relationship     │
│  Advancement        Working Condition  │
│  Responsibility       Security         │
│  Growth               Salary           │
└─────────────────────────────────────┘
                  (Herzberg,2017)

┌─────────────────────────┐
│   Demographic Variables   │
│   Gender, age, tenure,    │
│    qualification and      │
│  socio-economic status    │
└─────────────────────────┘
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Fig.1. Theoretical Framework of the study

1.7. Research Methodology

The projected research study was descriptive and quantitative in nature.

1.7.1 Population of the study

There are 140 Model Secondary schools (78 girls and 62 boys) in Islamabad. The existing research work was carried out in Islamabad; as a result, all secondary school teachers of Islamabad Model Secondary Schools were represented as the population of the study. 2400 female secondary school teachers and 2200 male secondary school teachers were taken as the population of this study.

1.7.2 Sampling technique

Proportionate stratified random sampling technique was employed to get the illustrative section of the research work. Sampling technique is related with choice of a sub group of members from inside the numerical populace with an aim to make

assessment of entire populace's features. Stratified random sampling technique was applied for the reason that it is very common in research examining groups. Descriptive studies recommend that stratified sampling procedure may be applied to take a broad view of results on whole populace. Stratified sampling warranties equivalent illustration of sub groups (strata). For this purpose, sample was selected randomly from the male and female secondary school teachers (stratas) from Islamabad model secondary schools.

1.7.3 Sample size of the study

Proportionate stratified random sampling technique was employed for the reason that it is very widespread in investigation studies exploring groups. In this research study, 92 Model Secondary schools (50 girls and 42 boys) and 327 male and 331 female teachers teaching at secondary level in Islamabad Model Secondary Schools were carefully chosen as sample of the research work concerning organizational citizenship behaviour and work motivation of teachers (Morgan, 2018). Rate of return of questionnaires for male teachers was 93% and 91% for female teachers regarding organizational citizenship behaviour and work motivation scales. Complete demographic statistics with reference to chosen sample well-kept-up in friendly manner as well as the confidentiality of the participants was carefully preserved within this research work.

1.7.4 Research Instrument

Data for the study was accumulated by means of two research instruments. Organizational Citizenship Behavior Scale (OCBS) of 24 items established by (Podsakoff & Moorman,2018) with 5-point Likert Scale. Motivation levels was measured using the motivation and hygiene scale settled by (Hilmi Italic,2016) with 5-

point Likert Scale. Data was tabularized for analysis. % ages, mean, t-test, ANOVA and Pearson correlation were employed by way of SPSS to derive findings of the study.

1.8. Delimitations

a. The proposed research study was geographically restricted to Islamabad Model Secondary Schools.

b. The study was delimited to teachers teaching at Secondary level in Model Secondary Schools of Islamabad.

1.9. Operational Definition

1. Organizational Citizenship Behaviour

Organ defined Organizational Citizenship Behaviour as a distinct behavior of an individual that is unrestricted, not clearly acknowledged and rewarded by the prescribed incentive structure, and that in the collective manner encourages the efficient working of the organization by means of altruism, sportsmanship, courtesy, conscientiousness and civic virtue.

a. Altruism

Altruism denotes to the wish of workers to support one another devoid of expectancy of receiving any incentive in compensation of that help.

b. Sportsmanship

Sportsmanship relates to exhibit optimistic, positive and inventive work manners to avoid creating problems for co-workers and criticizing without need as well as staying understandable towards complications at the place of work.

c. Courtesy

Courtesy refers to well-mannered and sympathetic attitude concerning to other co-workers at work place. It is associated to offer welcoming atmosphere by means of gracious communication at work place in order to avoid complications.

d. Conscientiousness

Conscientiousness describes a model of going well further than marginally prerequisite degree of attending, regularity, preserving assets as well as interconnected issues of repairs at work place.

e. Civic Virtue

Civic virtue refers to active participation and engagement of workers in administration's tasks which are not obligatory for them to do so but they take part in all such type of activities as dedication towards organization.

2. Work Motivation

It is a group of vigorous powers that instigate mutually inside as well as outside person's being, to commence job associated behaviour, and to find out its structure, way, power, and interval. According to Herzberg, motivating factors are mainly fundamental job components that lead to gratification, for instance attainment, gratitude, the job itself, responsibility, development, as well as progress. These are elements that can result in work discontent if not well accomplished. hygiene factors are those aspects which when sufficient/equitable in work, calm down the workers and do not make them discontented. These features are extrinsic to job such as pay, company policies, working condition etc.

a. Achievement

Achievement is the act of accomplishment of a goal. It is the outcome of what an individual has acquired from some experiences and the expectation of finding gratification in becoming skilled at challenging and difficult performances.

b. Recognition

Recognition is the acknowledgement of the existence, validity, strength and worth of any individual's efforts towards his aim and objectives.

c. Work itself

Work itself refers to physical or intellectual struggle focused in the direction of doing or making something distinctive for the attainment of desired objectives.

d. Advancement

Advancement   refers   to development concerning to a specific activity or area of knowledge.

e. Growth

Growth is the procedure of developing physically, mentally and intellectually.

f. Company Policies

Company policies are fundamentally set in place to establish the procedures of behaviour as well as conduct within an organization, drawing the duties and accountabilities of both employees and employers. Company policies target to safeguard the rights of employees as well as the job benefits of employers.

g. Supervision

Supervision   is   the act of observing an individual or activity and   making sure that everything is going on appropriately and safely.

h. Relationships

Relationships are the constructive contacts between employees in the organizational setting that nurture encouraging societal collaboration and create a cherishing atmosphere of reliance as well as support among employees.

i. Work conditions

Working conditions refers to the functioning setting and features of a worker's terms and conditions of occupation. This includes such concerns as: the organisation of work and work accomplishments; coaching, assistances as well as employability; health, security and comfort, working time and work-life equilibrium.

j. Security

Security refers to the state of being relax and free from any type of danger or threat related to job as well as related matters.

k. Salary

Salary is a permanent consistent payment, usually paid on a monthly basis by an employer to an employee.

1.10 Chapter Summary

First chapter of Introduction presented concise outline of research study. This comprised rationale of research, problem statement, objectives as well as research hypotheses. Furthermore, the context of research study enclosed the knowledge with reference to theoretic foundation of variables of organizational citizenship behaviour and work motivation. Introduction chapter also included delimitations, concise outlook of methodology, as well as operational definitions of variables. Moreover, next chapter of literature review will comprise the research works in addition to theories concerning variables of research study.

CHAPTER 2

LITERATURE REVIEW

This chapter reviews the associated literature concentrating on the variables assessed in the study. The general framework of the literature review presents a ground work for apprehending the important ideas, theoretical context, related research works of organizational citizenship behaviour and work motivation. The notion of OCB is centred on person's readiness to confide oneself to an organization is completely essential for accomplishment of the organizational objectives. Bateman and Organ presented the expression "citizenship" in 1983 by describing it as a conduct and behaviours which functionalized societal mechanism of the institute as well as considered workers involve in peculiar manners and behaviours as "worthy people". OCB is a term that is applied to illustrate all the progressive as well as productive worker's behaviours in addition to their actions that are not role of their prescribed career portrayal. It is anything that workers execute, out of their personal free desire, that assists their co-workers as well as profits the organization as an aggregate.

The expression organizational citizenship behaviour (OCB) was initially proposed by Organ and his associates (Bateman & Organ, 1990). Smith et al. (1983) discovered the fundamentals of OCB: self-sacrificing and impulsive behaviours. In addition, OCB was well-explained by (Organ, 2006) as individualistic conduct that is unrestricted, not precisely or clearly acknowledged by the prescribed incentive approach, and that in the accumulation stimulates the efficient working of the institution With regard to explanation of OCB, there are various definitions of OCB however the most cited one is by (Organ, 2006) who explained it as a discrete behavior that is unobstructed, not noticeably acknowledged by the approved incentive procedure,

and that in the cumulative inspires the effectual working of the organization. (Podsakoff & Mackenzie,2010) also investigated idea of OCB in diverse types as facilitating others, organizational compliance and organizational devotion. Although the antiquity of OCB stands not enormously ancient, its origins could be sketched backward to (Barnard ,1938), who indicated that administrative objectives can only be attained if workers ought to be agreeable to put in energies and efforts to the supportive structure. (Katz & Kahn ,2014) perceived that productive and accommodating actions outside conventional job necessities are important for the efficacious working of an institute as conversed in (Korsgaard ,2016).

(Katz,2012) directed three major kinds of conducts and behaviours which are significant for an institute to stay alive besides performing skilfully. Be in harmony with findings given by (Katz, 2017), persons should be encouraged for going inside and continue within the structure of an organization, they should incorporate out their task projects in a trustworthy manner, and there have to be inventive and unprompted activity in attaining administrative goals which go outside the job description. There may be circumstances, such as modification in administrative setting, inconsistency in human sources, and diverse environments connected to the procedures, which cannot be forecasted by the institute and as a result planned arrangement and actions may not be taken up opposed to them. For that reason, inventive and natural conducts are necessary to worn down such situations and carry on working efficiently. In requisition to draw attention to the significance of such conducts (Katz, 2012) indicated that If the structure of the organization could be pursued as the main objective of the rule corresponding to work explanations as well as procedure, it will almost immediately or steadily move towards a cessation or end.

Organizational citizenship behaviour incorporates whatever productive that workers do based on their individual determination, which boosts colleagues and paybacks the institute. Organizational citizenship behaviour signifies to the manners of a person that is not obligatory for him/ her to accomplish; rather they are individual selection of personal but which in turn adds to administrative progression and expansion (Organ, 2013). Significance of OCB for administrative operational working in an effective manner has been fine planned out in current years and experiential research studies proposes that OCB has great contribution in role presentation in assessment ranking (Podsakoff, 2010).

2.1. Organizational Citizenship Behaviours (OCB)

The notion of OCB was at first presented by Barnard in 1930 and afterward in 1938, it labelled as "extra-role behaviour". This expression fascinated consideration of researchers in addition presented the word "citizenship" for the employees who signify additional-role conduct and action in their particular place of work (Bolino, 2017). Heads and leaders offer respects to such functioning working manner of their assistants on justification of its involvement in the direction of efficient working of administrations. Smith, Organ, & Near (2018) divided such type of working manners and conduct of workers into two categories i-e universal agreement and altruism. (Bateman & Organ, 2013) defined again the term "extra-role behaviour" as a "spontaneous and innovative" attitude besides recognized "in-role behaviour" as procedural execution requisite by the profession which is satisfactory to administration.

Organizational citizenship behavior (OCB) is denoted as group of unrestricted places of work actions and behaviours that surpass one's prime work necessities. They are frequently explained as conducts that function further than the time of responsibility. Exploration of OCB has been widespread while its initiation just about

twenty years back (Bateman & Organ, 2013). The enormous widely held OCB research studies has concentrated on the consequences of OCB on distinct and structural output. There is agreement in this specific domain that OCB focus on unvoiced conducts and behaviours for administrative innovativeness (Barbuto, 2016). Prosperous administrations have workers who go further than their prescribed work tasks and without restrictions provide their time and dynamism to be successful at the allotted work. Such self-sacrifice is neither suggested nor mandatory; yet it play a part to the efficient working of the institute.

Organizations could not stay alive or flourish without their participants performing as virtuous people by involving in all types of progressive conducts. Since of the significance of virtuous citizenship for organizations, comprehending the description and foundations of OCB has long been a great main concern for administrative researchers (Organ, 2000) and continues so. Organizational citizenship behavior has been well-explained in the writings as a multi organizationally appropriate actions of administrative participants comprising conventional in role conducts, structurally applicable extra-role actions, as well as dogmatic actions, such as complete and accountable administrative contribution (Dyne, 2017).

(Organ, 2000) discussed that OCB is assumed to be fundamental to the persistence of an institute. Organ additionally explained that organizational citizenship behavior can make best use of the effectiveness and output of both the worker and the institute that eventually play a role to the effectual working of an institute. Noticeable existing administrative investigating studies such as Brief have favoured Organ's opinion concerning the significance for efficiency of those conducts which he categorised as organizational citizenship behavior (Bergeron, 2017). Though the recent writers be acquainted with of number of research studies, which have specially

examined the character and degree of the association between OCB and organizational efficiency, it is extensively acknowledged among modern structural behavior theorists, that organizational citizenship behaviours have a progressive constructive outcome on organizational working and performance (Robbins, 2016). Companies may impose workers for particular productivity which might involve the work outside the approved perimeter and in turn the administration admits such extra-role conducts and behavior.

Organ stated that (Organ, 2000), OCB is the study and work associated behavior of workers that works outside the agreed job explanation irrespective of attaining any prescribed incentive. Though, such functioning behavior of workers provides more on the way to effectual working of administrations. (Penner, 2018) carried out research work to observe the intervening effect of OCB in the association of organizational outcomes and job mechanisation in the framework of trade businesses. The 32 conclusions of the research work discovered that OCB is an important interpreter of reinforcement of the association of job mechanisation with the whole administrative performance. OCB play its part to the existence of administrations in effectual mode in addition it encourages the well-being of colleagues and working cluster (Organ, 2000). Historic analysis of the OCB illustrates that it can be found back to the 1930, is one of the major themes researched in the literature and it verify the statistic the interests of workers and their behavior have a momentous influence on the whole administrations' performance. Research study conclusions exposed that OCB contributes a critical part in efficiently controlling the administrative matters that additionally make sure excellence output in general administrative performance (Huselid, 2017).

Human beings have an extensive range of aptitudes, expertise, competency, approaches, perceptions, sentiments, wellbeing, inspiration as well as the

corresponding features. The greatest probable delivery of possible abilities and reasonable functioning in the organizational settings can be related to the person's particular individual features, their societal also administrative situation. Implementing constructive standards in administrative framework is a significant component in the progress as well as expansion of distinct workers, as well as the institution. In any administrative setting, the progressive features any person has can be well-thought-out as a strength, a means on which any person can count on. The excellence of education is considered as one of the towers of strength of human resource progress, is premeditated for state progress. That is, the prospect of the country is very reliant on the worth of education in today's context, and value education will develop if school level education is also of superior excellence (Stephen, 2017). Enriching educational aptitude, competence and emerging capabilities in addition to establishing distinguished state charisma as well as progress in order to teach the country's life and improve the capacity of learners to turn out to be human beings who have belief and devoutness to God Almighty, honourable, vigorous, well-informed, proficient, innovative, autonomous in addition to come to be a self-governing and accountable citizen.

Innovative certainties of organizational accomplishment are evolving with the varying time period. Non-tasks conducts are one of such substantial elements for a structural endurance of the organization. In today's challenging and competitive domain, prosperous administrations are those whose workers accomplish responsibilities outside their prescribed agreement. These self-sacrificing actions are not share of any official agreement and neither have they obtained any incentive for this; however, these actions are important for smooth working of organizations make best use of their efficiency (Qiv, 2018).

2.2. Development of the OCB Concept

(Organ, 2017) describes organizational citizenship behavior (OCB) as distinct conduct and action that is flexible, not precisely or obviously acknowledged through the prescribed recompense structure, and that in the cumulative stimulates the effectual working of the institution. There are diverse types also social indicators of organizational citizenship behavior. Altruism (e.g., assisting and donating time to workfellows), conscientiousness (e.g., well-ordered consumption of time and going further than bare least prospects), sportsmanship (e.g., escapes criticising as well as querulous), courtesy (e.g., advance notifications, recaps, and interactive appropriate facts) and civic virtue (e.g., facilitating on teams and eagerly presence in the gatherings) are the most settled dimensions of organizational citizenship behavior.

The researchers studied the association between OCB and several variables. It is acknowledged that OCB is effectual on institutional attainment of set objectives. The connection of commonly valuable determination elements as motivation, gratification as well as observation of helpfulness with organizational citizenship behavior has been specified. The association between job motivation, organizational functioning and organizational citizenship behavior has been discovered (Podsakoff, Mackenzie, Paine & Bachrach, 2017)

(Podsakoff, 2017) stated seven universal subjects about organization citizenship behavior to be assisting conduct, virtue, organizational devotion, organizational acquiescence, individual inventiveness, consideration and self-improvement. (Chahal, 2018) directed that these subjects apart from person inventiveness can fall into one of the groups of upgradation or association. He emphasized that personal inventiveness discerns from others in terms of intentional actions of creativeness and inventive deeds to develop institution's execution plus related this notion to the variation concerned

with organizational citizenship behavior conception. Personal inventiveness comprises intended actions of inventiveness and inventions intended to progress a mission (Podsakoff et al., 2000). Teacher's approach and outlook to do work efficiently is reliant on the stage of work enthusiasm which the workers keep. It is a core longing with reference to their job to play a part and yield inventiveness in the scholastic procedure, primarily in tutorial class. The educator is the one who changes the instructive beliefs into learner's understanding and in building teaching and learning enhanced. Educator's motivational and enthusiastic level is inspired by the institute situation.

OCB is a kind of action and conduct that is not particular by any work portrayal or agreement. The behavior is unpredicted and is not somewhat that can be instructed. Though, investigators have revealed that this sort of behavior is needed owing to its constructive consequence on the institute and employees (Sharma, 2012). Some even reflect the conduct to be synergistic to the administration's functioning (Noor, 2018). The level and stage of job inspiration and organizational citizenship behaviours are certainly associated each other; in where workers work together as well as support other workers would reinforce worker's enthusiasm. Earlier exploration studies on work motivation and organization citizenship behaviour such as (Ariani , 2016) and (Davila & Finkelstein, 2018) observed that motivation is the foundation for organizational citizenship behaviours that is organizational citizenship behaviours cultivate due to the stage level and characteristics of their motivation. In a research study directed by (Noor , 2018) discovered that the level of organizational commitment creates an intervening part in order to determine the association of organizational citizenship behaviours in addition to intrinsic, extrinsic motivation. These result outcomes point out the necessity of additional research studies in diverse perspectives of examine such

as the consequence of motivation on worker's organizational citizenship behaviours amongst educators.

Human beings have an extensive range of aptitudes, expertise, competency, approaches, perceptions, sentiments, benefits, incentive and the like. The greatest promising delivery of possible abilities and reasonable presentation in the association can be accounted to the person's own subjective reasons, their societal and administrative setting. Assuming optimistic principles in administrative setting is an important feature in the development and progress of particular worker, as well as the institute. In any administrative setting, the optimistic features of any person can be measured as a strength, a mean and source upon which anyone can reckoning on. There is an emergent tendency of connecting the economics expression "capital" symbolically, to a comprehensive extent of Societal and emotional endeavours, emphasising their part as possibly appreciated, imperceptible power.

(Organ, 2017) employed the Big Five personality classification in an ineffective effort to forecast OCB and determined the probable constraint with procedures grounded on the Big Five is that they [behaviour extents] have more to do with nature than intentions. (Collins, 2018) observed expectancy model of motivation to foresee and predict organizational citizenship behaviours. Findings strengthened the decision-making procedure explained by expectancy theory and explained a few mutual modifications with OCB, which influenced considerably to understand the motivation development of OCB. On the other hand, expectancy theory is a procedure-oriented paradigm, so the matter (sources) of motivation was not verified. (Rofik, 2018) concentrated on the preceding kind of conduct and behaviour that Katz portrayed as inventive and impulsive action and well-defined them as activities not indicated by character instructions which however assist the achievement of administrative

objectives (Katz, 2018). Sometimes afterward the initiation of the word OCB to the literary work, (Organ, 2001) offered an extended analysis of OCB and well-described it as: Specific person conduct and actions which is voluntary and flexible, not unswervingly predictable on the basis of prescribed compensation structure encourages the efficient working of the institute collectively. By voluntary and flexible behaviour, it signifies that the conduct and action is not an obligation necessity about the character or the work explanation, that is evidently peculiar relations of the individual's occupation concept by way of the association; the actions and conduct is relatively an issue of peculiar selection for instance its exclusion is not usually assumed as indictable. Even though diverse categorises have been employed for the components of OCB, there is an undisputable correspondence amongst categories. Arrangement of specific unit is primarily described as a result of tracking (Podsakoff, 2000) that discoursed OCB along with its connected conceptions for example administrative extemporaneity, prosocial structural conduct, and related execution.

The novel description of OCB comprises two aspects: humanity and broad agreement (Smith, 2016). Self-sacrifice, that has been acknowledged as an indispensable element of OCB by the majority of the investigators functioning in this discipline, denotes to the conducts and behaviours that at once and deliberately intended at assisting a particular individual in reality-based circumstances (Near, 2019). Broad-spectrum acquiescence, that was retitled by (Organ, 2001) as thoroughness and diligence, is additional objective as compared to altruism for the reason that it is not focused to a particular individual but to the structure. It primarily denotes to agreement with adopted standards that describe the conducts of a worthy employee for instance arriving in time, managing suitable usage of working hours by not deteriorating time. Later some time, in 1988, Organ upgraded the studies of (Bateman & Organ, 2000)

recognised five aspects, three elements were innovative and novel. The described aspects of OCB are altruism, diligence, politeness, courteousness, sincerity as well as politeness.

As debated by (Podsakoff, 2000) and (Davila, 2016) theorised OCB by means of four components: relational facilitation, discrete ingenuity, individual trade, in addition to trustworthy boosterism. Relational facilitation primarily denotes to assisting workfellows for instance doing work of your own accord facilitating new workers settle down into the work. Distinct inventiveness means collaborating with workfellows to progress specific person and group output and performance. Individual production industry is carrying out additional responsibilities and creating added power even though having not entitled for it. No absent effort though the employees exhibit genuine motivation for performing so is a worthy instance of this aspect. Like scattering generosity notion, faithful boosterism denotes for advancement of administrative representation to strangers (Moorman, 2015). (Motowidlo's, 2017) subgroups, interactive assistance and job commitment, also contribute to correspondences with other classifications. Interactive simplification guard's selflessness and civility (Organ, 2002) as well as facilitating workfellows (Brief, 2017). Work commitment also resembles towards widespread acquiescence element presented by (Organ, 2002).

(Podsakoff ,2000) observed numerous kinds of citizenship behaviours in addition to established a standard that contains seven scopes including facilitating conduct, sportsmanship, administrative reliability, administrative acquiescence, distinct inventiveness, public benefit, and self-progress. Facilitating conduct comprises of two fragments. The initial portion comprises selflessness, relational assisting, OCB-I, relational facilitation in addition to assisting co-workers. The next portion of description corresponds through (Organ, 2000) civility element, that includes

facilitating fellows through getting measures in order to stop the establishment of difficulties aimed at workfellows.

By means of contrasting to Organ's description (2000), Podsakoff along with acquaintances distended the range of sportsmanship. For instance, according to many researcher's views, "worthy sporting" are those kind individuals who do not take any harsh action against those when their fellow workers disturb them, but also keep up a constructive approach at the time when situation do not go in their favour. They do not get upset their co-workers and bosses remain unable to comprehend their recommendations, are ready to let go their individual concern in order to show betterment of the job cluster, and not considerate the denial of colleague's thoughts in person. Administrative reliability that corresponds through trustworthy boosterism and administrative reliability, broadening generosity, recommending, accompanying, as well as guarding administrative purposes elements, signifies stimulating the institute to outcasts and recluses, guarding plus shielding it contrary to exterior dangers. Organizational compliance comprises of comprehensive agreement, structural compliance, OCB-O, subsequent administrative procedures as well as measures, in addition to certain characteristics of work commitment. Corresponding to that specific element, be there as a respectable native requires devotedly observing all guidelines and procedures.

One more component of Organ and fellows' (2000) classification, discrete inventiveness, signifies to worker's own free will to work above and beyond the call of work. It comprises actions and behaviours such as come forward voluntarily for additional tasks and responsibilities, and in work with eagerness to accomplish the assigned work. This elements overlays to carefulness, individual productiveness as well as discrete inventiveness, formulating productive recommendations, come forward

voluntarily to carry out job accomplishments, and keep it up with eagerness and to some extent the work commitment aspect (Vandyne, 2016). Societal righteousness, as one more element, is grounded on (Gunay, 2017) debate based on tasks and errands which a worker holds as "occupants" of an association. It relates to community benefit, administrative contribution in addition to guarding the institution component. The particular element denotes to an individual's acknowledgement of remaining vital element of a grander task in the identical manner that people stand as followers of a nation in addition also admit the everyday jobs that involves (Podsakoff , 2000) also comprises conducts and behaviours for example joining official gatherings, take care of and keep up by modifications which job situation might possibly confront through striving in the direction of safeguarding the institution in situation of hazardous circumstances for example blazing ignition. The preceding element is categorised as self-progress in addition to constructed on the workings of (Katz, 2017) and (Brief ,2016). Attempting towards progress one's identity all the way by working out as well as apprehending by means of variations in individual's domain of field might be presented as per instances of self-progress and improvement.

Over two decades there is theoretic and experimental analysis on the notion of OCB in diverse segments and the OCB happenings and consequences have been examined. OCB is well-defined as a person conduct and behaviour that is flexible, not exactly or clearly acknowledged by the prescribed incentive structure, and that in the collective stimulates the efficient working of the institute. In recent times, OCB was stated based on to its association with output and performance, as 'presentation that follows and supports the societal and emotional situation in which job presentation takings place. The advantages of OCB are; initially, involved workers is more to be expected their administrators keep on counting them with virtuous presentation. This is

for the reason that involved workers, their superior adores them more and supposed more constructively. Furthermore, is concerning incentive and presentation, for instance additional benefit pay increases, upgrades or job-related benefits. Thirdly, those persons keep score great presentation and attain superior welfares and recompenses, in the condition of financial adversity rationalising, their chance jobless is fewer than other workers.

2.3. Theoretical Background of OCB

The theoretical background of OCB is embedded in the social exchange theory as well as social exchange model examined underneath.

2.3.1. Social Exchange Theory

This theory signified to intended behaviour and actions of persons that are enthused by the benefits they are anticipated to generate and usually do in fact create to others. (Ahmet, 2009) indicated that social exchange involves indefinite compulsions, did not identify the accurate description of upcoming incentives for involvement, is centred on person's have faith in that the interchange will equitably release their responsibilities in the long run, and agree to exchange contributors interchange through flexible, additional role actions. In reality, the unrestricted actions to be executed by the workers are organizational citizenship behaviour.

Numerous philosophies and theories have been used to explain the causes persons involve in OCB: apprehension administration (Bolino, 2018), social exchange theory, theory of self-sacrificing (Batson, 2018), and self-centred stimulus (Batson, 2017). Social exchange theory is introduced as: Societal conduct and behaviour is an interchange of things and goods, physical things but also nonphysical ones, like signs of endorsement or respect. Individuals that contribute much to others attempt to obtain

plentiful from them, and people that acquire considerably from others are in stress to provide considerable to them .In general, social exchange theory demonstrates in what way individuals form relations with others because of three notions: (a) equalising what we dedicate to, and what we gain back from an association; (b) discovering a kind of affiliation and relation we are looking for; and (c) have an optimistic and positive relation with others. Therefore, social exchange theory is formed on the evidence that an individual's acts are depending on others' responses in a relation. The philosophy and theory have been functional extensively to describe relations surrounded by the perspective of work. Experiential research studies assumed the theory's context to describe workers' relations to the management and organization (Van Dyne, 2016), to their administrators or superiors and to their co-workers (Boohene, 2018).

2.3.2. Social Exchange Model

(Konovsky & Pugh, 1994) established social exchange model, verified with the hospital workers in the United States. The social exchange point toward an unofficial agreement in the middle of worker and organization every so often specified as well as personalized relations between workers and their administrator. Social exchange relations are grounded on person's believing that the other groups to the substitutes will justly release their compulsions in the longer span.

2.4. Theoretical Models of OCB dimensions

Research studies indicates that there is no conformity with reference to the quantity as well as description of dimensions of OCB constructs. For instance, an analysis by (Podsakoff, 2000) specified that more than 40 OCB constructs have so far been recognized. They assessed the various constructs and noticed that conceptional correspondence certainly be present to a sound degree amongst these paradigms, as would be observed from subsequent models of OCB.

Smith, Organ and Near's 2 – Dimension OCB model: Smith, Organ & Near, 1983) recommended 2- dimensional model of OCB. They gave emphasis to the dimensions of:

1. Self-sacrifice

2. Universal Acquiescence

Organ's 5 – Dimension OCB Model: (Organ, 2006) suggested following 5- dimensional OCB model as follows:

1. Altruism: Flexible action and behavior point toward at facilitating other fellow workers in the particular job state of affairs.

2. Conscientiousness: Social actions and behavior like obedience with organizational standards.

3. Sportsmanship: Behaviours and actions which hold back the workers from abstaining to protest about unimportant problems.

4. Courtesy: Referring as well as notifying the concerned individuals before taking measures.

5. Civic Virtue: Behavior on the side of workers that specifies that he/she dutifully engaged in organizational accomplishments.

Graham's 4 – Dimension OCB Model: (Graham, 1989) proposed following 4 – dimension OCB model:

1. Interactive assisting

2. Discrete devotion

3. Distinct determinations

4. Devotedly sustenance

Lin's 6- Dimension OCB Model: (Lin, 1991) proposed following 6-dimension OCB model:

1. Recognition with the institution

2. Support to associates

3. Co-ordination

4. Virtuous

5. Self-restraint

6. Self-growth

Morrison's 4-Dimension OCB Model: (Morrison ,1994) proposed following 4-dimension OCB model:

1. Self-sacrifice

2. Industriousness

3. Virtue

4. Participation

5. Follow modifications

Coleman and Borman's 3-Dimension OCB Model: Coleman & Borman, 2000) presented 3-dimension OCB model as follows:

1. Interpersonal Citizenship Performance

2. Organizational Citizenship Performance

3. Job Citizenship Performance

The analysis signifies that there are varied descriptions of OCB dimensions. Then again, the researchers focused on Organ's 5-dimension model of OCB (2006). The systematic analysis of mentioned models correspondingly specifies that the best extensively acknowledged as well as functional model in various specialties is of 5-dimension model of OCB by Organ i-e self-sacrifice, conscientiousness, sincerity, courtesy and politeness. Additional models of OCB, though presented some novel dimensions; all these other models universally inspired by Organ's prominent work in 1983 ,1988 and 2006.

2.5.   Towards Cultivating Organizational Citizenship Behavior

(Turnley, 2003) put forward some guiding principles for the heads of organizations to boost citizenship behavior amongst workers. The significant element for enriching citizenship behavior among organizational workers is to alter the organization into a genuine reproductive wisdom place where an autonomous as well as welcoming learning situation occurs at the place of work. The leaders who anticipate their staff members to work beyond the duty time, they must set this model first of all by their own actions. The heads of organizations should understand this aspect that citizenship is an intended and unrestricted action and behavior and they should not manipulate their workers to work late hours because this behavior is against the beliefs of organizational citizenship behavior.

The organizational managers should organize repeated employees progress programmes, putting emphasis on development of group work as well as OCB among the workforce. There is not any scientific formula for imparting this behaviour among workers apart from the fact that the person in charge and their employees

must acknowledge the principles, concept, quest and purposes of the organization. As the OCB is completely unrestricted behaviour, there is requirement on the part of administration to recognize the value of the workers with respect to their performance evaluations, confidential job descriptions and other incentives. Additionally, the organizational management should make use of such type of upgradation standards that is predictive to workers citizenship behaviour. By flexible and discretionary, we intend that the conduct and behaviour is not a rightful condition of the responsibility of the work portrayal that is the evidently measurable expressions of the individual's work agreement with the management; the conduct and behaviour is somewhat an affair of individual selection, such that its exclusion is not commonly assumed as illegal. Our description of OCB needs that it not be absolutely or properly rewarded by the administration's compensation structure. OCB is required to be restricted to those signs and gestures that are absolutely and infinitely deficient in any noticeable repay to the personage.

Over certain time period, a stable stream of OCB of diverse kinds…could well establish the impact that a person creates on a manager or on colleagues. That impact, in turn, could affect the reference by the superior for a pay escalation or upgradation. The significant matter here is that such revenues not be prescribed, certain and warranted (Organ, 2000). Though Organ's description of OCB has been functional extensively, persons in diverse work situations generally distinguish OCB and job responsibilities corresponding to their several viewpoints (Law, 2016). Marcus (2009) specified five obvious features that could be employed to classify persons' OCBs:

1. Continuing with additional eagerness when required to accomplish individual duty events efficaciously.

2. Offering to bring out job accomplishments that are not officially related fragment of the work.

3. Assisting and collaborating with other fellows.

4. Comprehending and obeying administrative directions and techniques even when it is individually troublesome.

5. Recommending, supportive and defensive administrative aims and objectives.

(Smith, Organ & Near ,2013) commenced OCB as malleable discrete conduct not exactly so or explicitly recognised by the recommended encouragement edifice, which, in the cumulative, inspired the effectual working and running of the management. This belief was related to (Katz & Kahn, 2019) explanation of extra-role presentation and bring to light some rudimentary doctrines with concepts of functioning further than anticipations, as defined in the transformational management writings. Seminal research study performed analysing the originators of OCB stated that work gratification was the finest predictor (Bateman & Organ, 2016; Smith et al., 2018). Yet, several researchers have debated that work satisfaction was too extensive of a paradigm for the precise estimate of OCB.

2.6.   Types of Organizational Citizenship Behaviour

OCB has been categorised into two forms including OCB aimed towards individuals (OCB-I) and OCB targeted towards organization (OCB-O). Literature obtainable on OCB reveals that this grouping pattern was recommended since 1983, when (Smith, Organ & Near, 1983) recommended the notions of self-sacrifice as well as universal acquiescence. Altruism consists of actions and behaviours of facilitating others fellows at place of work in face-to-face circumstances whereas citizenship behaviours intended at nurturing the growth as well as development procedure of the

organization other than assisting particular persons at work place were characterised under the categorization of generalized compliance. OCB-I contains the behavioural procedures which benefit the procedure of organizational expansion by assisting other workers at work place whereas OCB-O contains actions and behaviours which are not absolutely aiding to other workers but are more than the well-defined responsibilities of the workers and as a result, are constructive for the organization for example obedience to the directions as well as principles of the organization. OCB-Organizational profits an institute in the sphere of broad-spectrum for instance stand by casual procedures formulated to keep up harmony. OCB-Individual helps particular personages and circuitously play a role in the organizational development such as hold up an individual attentiveness in other workers. Podsakoff et al. recognised nearly 30 diverse modes of conducts in investigation of writings as well as categorised these in seven general extents (Podsakoff, 2005): Facilitating conduct, sportsman spirit, administrative devotion, administrative obedience, distinct inventiveness, community benefit also self-progress. But there are round about theoretical overlays amongst notions for instance selflessness as well as civility of Organ's OCB (Podsakoff, 2005).

Grounded on the classification of Organ, one more conception which distributed OCB in two comprehensive classes as organizational citizenship behaviour organizational and organizational citizenship behavior-individual was established by Williams, 2016. OCB-O was well-stated as the conducts that immediately profit the smooth working of the institute entirely. For example, dedicating additional exertion for administrative presentation such as functioning additional time is connected to OCB-O. On the other side, OCB-I was well-described as pattern of conducts and behaviours that immediately help persons but implicitly and eventually value the institute. As a result, OCB-I not explicitly disturbs administrative performance in the

course of its consequence to fellow's output and execution. Consequently, OCB-I is recommended to be further connected to workfellow association and acquaintance amongst fellow worker (Bowler,2018). In this aspect, OCB-O was co-ordinated with the common agreement and OCB-I with the altruism element of Smith (2016). On the other hand, (Williams, 2016) differed to the following coordination as well as they indicated out that self-sacrifice and acquiescence expressions remained insufficient in order to point toward associations regarding exterior recompenses and not acted in accordance by way of this innovative grouping. Williams believed that selflessness is regarded an action which happens devoid of some exterior recompenses, agreement have to be observed such as conducts and actions that take place for the reason that of predictable incentive or the escaping of penalty, as a result their grouping was an enhanced conception while the exterior recompenses concern is well-thought-out.

Comprehending Organ's innovative five elements, OCB-O was measured to comprise sincerity, politeness in addition to carefulness, and OCB-I to contain self-sacrifice as well as good manners (Johnsen, 2016). Grounded on Graham's research studies (2004), (Dyn , 2015) recommended a model of OCB based on three features by encompassing governmental view point to administrative circumstances. They intellectualised OCB as a world-wide perception that contains of all optimistic administratively appropriate actions of persons. They charted three ideas to describe OCB: compliance, trustworthiness, also contribution. Administrative conformity that overlays with general compliance, was well-stated as accommodating given guidelines as well as principles which are necessary in support of an institute for operating besides it comprised actions and behaviours such as being on time and task accomplishment. Organizational reliability and loyalty were well-defined as recognition detection with and loyalty to administrative front-runners and the institute on the whole, exceeding the

closedminded benefits of persons, work clusters and sections. To conclude, joining non-mandatory conferences, distribution statistics and views with fellow worker, and being agreeable to provide evil news broadcast were well-defined as conducts and behaviours that reproduce administrative involvement which match up to public benefit (Organ, 2000) also defending. (Mcshane , 2017) recognised OCB using five subgroups, that is selflessness, diligence, public benefit, sportsmanship, envelopment, and retaining oneself up. Although the humanity aspect overlays by means of (Organ, 2000) novel selflessness and courteousness elements, the researcher contracted the extent of sportsmanship. That woman association aspect was stated by way of partaking in administrative roles as well as overlays by Organ's sportsmanship plus civic virtue. What is intended by way of maintaining up is retaining employees knowledgeable in relation to administrative proceedings and modifications that overlays to community benefit and diligence of Organ.

2.7. Organ's Dimensions of OCB

McClelland (1961) discussed that OCB can be best apprehended when OCB is regarded as motivation centred conducts. McClelland's research study suggested that all persons have some gradation of accomplishment, association, and supremacy intentions. The attainment drive urges persons to execute in expressions of a degree of distinction, in search of the achievement of a duty, contest, or competitiveness. The association intention drives individuals Organizational Citizenship Behavior in the direction of launching, maintaining, and reinstating associations with others. The supremacy pushes persons on the way to standing and circumstances in which they can restrain the work or actions of others. Organizational citizenship behavior was explained by Organ and his associates (Organ, 2018) as containing two fundamental aspect selflessness and comprehensive acquiescence. OCB comprises five dimensions

that is courtesy, civic virtue, conscientiousness, sportsmanship and altruism. Courtesy denotes to the conduct and behavior that averts place of work controversies to happen (Law, 2017), civic virtues signify a person attention as well as interest for institution. Conscientiousness on the other hand denotes to a person genuineness in the direction of administrations positions plus duties; sportsmanship indicates capability to control problematic circumstances and altruism represents facilitating attitude and behavior focused on the way to other individual.

OCB is a combination of several extents and dimensions (LePine, Erez, & Johnson, 2016; Organ, 2018). Additionally, the features and dimension of OCB are grounded on persons' objectives of executing OCBs. (Organ, 2013) suggested five dimensions of OCB—selflessness, carefulness, sincerity, politeness, in addition to politeness—employed as a basis for the OCB measurement level and implemented extensively by experimental research works (LePine, 2017). Altruism denotes to a person's readiness to support others. Conscientiousness specifies a person's obligation to abide by company business policies and guidelines. Sportsmanship refers to a person's optimistic and positive approach and thinking. Courtesy point toward that persons portray graciously and ward off difficulties with others. Civic virtue talks about to "in charge, productive participation in the administrative or supremacy procedure of the association" (Organ, Podsakoff, & Mackenzie, 2013).

In current years, investigators have well-described OCB into five dimensions, comprised of additionally advanced into two groups; OCB-O and OCB-I. OCB-O is primarily directed for institutes, which comprises the dimensions of Industriousness, sincerity and politeness. On the other hand, OCB-I is focused in the direction of persons in organizations, which covers Altruism and Courtesy (Maulding, 2017). Organizational citizenship behaviours are the remarkable features in which personnel

take an unpaid assistant phase to support other workers, however that is not been contained within in their part of their profession. It is the unpaid assistant contribution in assisting other workers to arrive at their administrative objectives. These activities are not been well-defined in their allocated responsibilities. These kinds of actions generate an improved situation at place of work in addition to supportive to administrations.
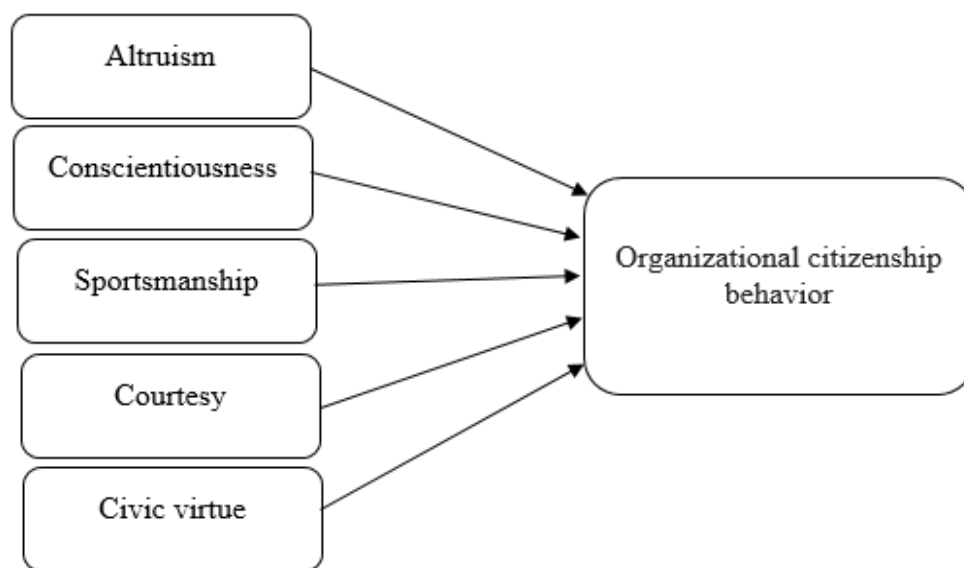
Fig 2. Organizational Citizenship Behaviour (2006)

2.7.1. Altruism

Altruism denotes to the wish of workers to support one another devoid of expectancy of receiving any incentive in reparation for that help. Altruistic functioning and working situation nurture authorization of the workers which rises efficiency and output of the company. (Organ, 2006) described that altruism denotes to assisting behavior of workers on the basis of which they help their co-workers in solving problems which they practise at their place of work. Workers, containing altruistic behavior, exhibit facilitating behavior, acquiescence with work standards and do stuffs which generate rewards to other persons, even if it develops in drawback for their own selves. Contrasting selfishness, it includes motivation to prefer another's

well-being (Huselid, 2017). It denotes to intentional and intended activities result in benefiting other individual by means of job connected difficulties for instance educating a fresh appointment in what way to employ tools and strategies, facilitating a fellow worker to accomplish desired targets with an excess of work load. Altruistic workers may be characterized as a worker having self-denying approach and such workers willingly support their co-workers by taking on their excess work. A worker fitted out with altruistic attitude and behavior help colleagues by catch-up with dense amount of work and stopping them to grieve from any work connected problems.

2.7.2. Conscientiousness.

The word conscientiousness is described as "a pattern of going well beyond minimally required levels of attendance, punctuality, housekeeping, conserving resources and related matters of internal maintenance" (Organ, 2013). Conscientiousness is an OCB which emphasis on worker's desire to act in accordance with the standards of an institution which illustrate the organization's description of a worthy employee. Instances of such conduct and behavior would consist of on time workers or staff performing their job competently. It is a design of functioning competently outside slightly mandatory stages of presence regularity, tidying up, preserving assets, and connected materials of interior repairs.

Conscientiousness talks about workers at work conduct centred upon their self-will and regulation which empower them to execute afar the least possible necessities of the administration. This stage of OCB is consisting of functioning attitude and behavior of workers which involve them in job-related events at a stage which is outside their mandatory work portrayal. This level of extra-role conduct and behavior is stated to absorbing in work-related actions up to a phase that is far yonder the mandatory phase of symmetry, time period, source deployment, and presence (Abuiyada, 2018).

2.7.3. Sportsmanship

This term denotes to forbearance and exchanging with unavoidable trouble devoid of protesting. Sportsmanship mentions exhibiting optimistic, positive and inventive work manners moderately to irritate upon fronting infuriating and prostrating circumstances. It is described as an individual's wish not to criticize when undergoing the unavoidable inopportuneness and manipulation created in working out a specialized doing. (Organ, 2006). It denotes to not criticizing without need as well as staying optimistic and understanding in the direction of complications that may be practiced in the place of work.

Such kind of conduct and behavior of workers averts them to respond when something does not go in harmony to the prearranged events. Sportsmanship behavior can be well-defined as a worker's wish for not criticizing when encountering inevitable functioning concerns, job anxieties as well as exploitation that may take place in the course of job (Nielsen, 2018). It usually indicates being more broadminded, evading to protest extremely and being more progressive in the direction of job matters. A worker containing sportsmanship attitude and behaviour keep up perfect functioning relations with co-workers and endure a lesser number of best situations. Such type of workers has a preference of the colleagues' recommendations irrespective of centring and focusing their own thinking and at times give up their own benefit for the complete well-being of administration and organization (Podsakoff & Mackenzie, 2013). Sportsmanship attitude and behavior imparts organizational loyalty into workers that in result enriches whole administrative output and performance. This stage of OCB denotes to the workers' approach of not criticising about trivial complications and to devote more time in performing administrative tasks and activities preceding the broad notion of 'going with the flow'.

2.7.4. Courtesy

This stage of OCB performs a vital and substantial part in offering welcoming functioning atmosphere by means of gracious communications with colleagues inside association in order to avoid complications. Courtesy is stated to a well-mannered and sympathetic manner concerning to other co-workers at place of work. Such type of attitude and behavior of workers progresses constructive. societal collaboration between workers and on the other side it decreases the possible anxiety. It denotes to the signs that benefit fellows to avert relational difficulties from happening, such as issuing early notification of the duty calendar to somebody who is in necessity, or referring others beforehand carrying any proceedings that would disturb them (Organ, 2006).

The foremost notion of courtesy is evading activities that make associates' work durable and providing them adequate notification to get organized when you give them extra working loads. To leave the electronic apparatus of office in worthy working state for fellow employees' usage is an instance of good manners at job place. (Podsakoff, 2006) Well-mannered workers have faith in discussion with colleagues in the process of formulating any particular judgment in the welfare of preventing disputes in a group. Such kind of behavior of workers cultivates dispute- free and easy working relations and environment which results in prevent directors to collapse into pattern of disaster controlling (Podsakoff & MacKenzie, 2013; Organ, 2000). In brief, courtesy denotes to a well-mannered conduct and behavior to other fellows in order to make sure comfortable functional and working relations so in order to lessen complications at place of work at earliest by joint harmonization with co-workers (Ali, 2017).

2.7.5. Civic Virtue

(Organ, 2013) defined another level of OCB that is the civic virtue which talk about participation and engagement of workers in administration's tasks which are not obligatory for them to do so but they take part in such tasks and functions displaying dedication to their administration and organization. Civic-virtue is denoted to a manner and behaviour connected to core logic of extreme affection with company. Workers, containing such attitude and behavior, signify their administration in a very constructive mode to the greatest of their aptitude outside of an authorised dimension. Workers displaying civic-virtue have whole-hearted affections with their place of work are more possible to be fruitful employees of their company. Workers developing such type of attitude and behavior take part in consultations and gatherings enthusiastically and deliver productive point of views, where desirable, for the whole welfare of their company. Such kind of workers are at all times considering and putting their sincere efforts for the prosperity of their organization irrespective at their individual interests. It is well explained as creative participation in the administrative and administrative procedure of the association and input to this procedure by communicating thoughts, joining gatherings, conversing with associates the day-to-day matters, and understanding administrative consultations for example correspondences for the welfare of the institute.

OCB that comes under civic virtue is described as action and behavior that establishes worker's great apprehension for the life of other workers in the institute in common. Consequently, this form of behavior generally consists of providing productive critique or recommendations for progresses in addition to resolutions for functioning complications (Nielsen, 2018). Instances of civic virtue comprise

frequently be present at non - obligatory get-togethers and staying up to date with the existing proceedings of the institution.

Additionally, to the five dimensions of OCB described above, scholars and investigators discover diverse extents within the structure of OCB. For example, self-improvement, administrative reliability, and administrative compliance are instances of the various extents of OCB (Baron, 2015). Self-improvement denotes to persons' exploration for prospects that may possibly widen their expertise and understanding and as a result progress job functioning and performance. Administrative reliability brings about from obtaining self-importance in labouring for the association. Administrative compliance contains conducts and behaviour that "identifies and admits the requisite and interest of a balanced arrangement of procedures and principles" (Graham, 2018). Other scholars and researchers classify persons' OCB by the individual or company under target.

Grounded on this viewpoint, (Williams & Anderson, 2016) recommended two OCB dimensions: persons' OCB in the direction of organization (OCB-O) and individualist's OCB concerning inner clienteles (OCB-I), which denotes to co-workers. The explanations of OCB-O and OCB-I are as follows: OCBO−conducts and behaviours that advantage the administration and organization in common for example provides advance notification when incapable to come to working place, abide by to casual directions formulated to sustain discipline and OCBI−conducts that instantly advantage particular persons and implicitly because of this way play a role to administration and benefits others who have been not in attendance, exhibits a particular concern in other workers (Williams & Anderson, 2016). In fact, OCB-O and OCB-I are characterised on the grounds of the five dimensions of OCB suggested by (Organ,

2013). The OCB-O is organised of industriousness, sincerity, and good manners, On the other hand, the OCB-I is arranged of altruism and courtesy.

This signifies to functioning and working manners and conducts of workers displaying at their place of work irrespective of supposing to some extent prescribed incentive from their owner. Such type of attitude and behaviours impact to the improvement of administration and organisation. OCB is consisting of the subsequent five diverse stages (Podsakoff, MacKenzie, Moorman, & Fetter, 2018): In respect of a very constructive behavior, scholars recognised numerous elements like job contentment, age, duration, inspiration and the most significant one is the work motivation that have a great influence on OCB (Bateman & Organ, 2017; Morgan, 2016). In observation of having strong relation of work motivation with the workers' functioning behavior, the investigators additionally observed the OCB and presented its paradigm including the subsequent five stages.

2.8. Advantages Of OCB

Over two decades there is hypothetical and experiential investigation on the notion of OCB in various segment and the OCB practises and consequence have been examined. OCB is based on person conduct and behaviour that is unrestricted and not absolutely or unequivocally acknowledged by the prescribed incentive procedure, and that in the cumulative encourages the effectual working of the institution (Podsakoff, 2013). In recent times, OCB was specified be in harmony with to its association with execution and output, as 'working that stand up for the societal as well as emotional and mental situation in which job execution takes place (Podsakoff, 2013). The rewards of OCB are; primarily, involved workers is more to be expected their supervisors marked them with worthy output and performance (Organ, 2015). This is for the reason that involved workers, their person in charge adores them more and supposed more

constructively (Podsakoff, 2009. Furthermore, is concerning incentive and execution, for instance additional benefit, pay increases, advancements or work-related interests (Organ, 2015). Thirdly, those persons attained high output performance and attain greater welfares as well as recompenses, in the circumstances of financial adversity rationalising, their chance terminated is less than other workers (Ladd, 2018).

Podsakoff (2006) analyses a few of the research studies that has endeavoured to scrutinise the profits of organizational citizenship behaviours. In relation of the result that organizational citizenship behavior has on administrative efficiency, (Podsakoff ,2006) examined the diverse procedures by means of which person's OCB is thought to influence administrative accomplishment. These procedures are:

1. Increasing the efficiency of fellow worker, by for instance facilitating them to attain innovative expertise as well as finest rehearse.

2. Increasing the efficiency and output of superior administrative team, for instance by offering them with valuable response about a particular assigned charge.

3. Releasing assets and means that can be employed for additional dynamic performance for instance being careful and indicating that time-consuming observation is not obligatory.

4. Bring down the necessity to allocate limited capitals for thoroughly repairs purposes, by for instance decreasing cluster disagreement by set facilitating conducts as well as not as much of exertion is required for struggle facilitation.

5. Functioning as an efficient way of synchronising assigned tasks and targets in the middle of group participants in addition to alternate work clusters by for instance displaying courteousness and maintaining participants of other groups well informed about latest information.

6. Escalating team unity and self-confidence, to create the place of work more fascinating as well as making it trouble-free for the institution to catch the attention of and keep hold of the pre-eminent individuals.

7. Increasing the steadiness of administrative functioning, for instance team participants offering additional struggle in case of a malfunction and upholding output degrees.

8. Improving administrations capability to become accustomed to ecological variations, by for instance the readiness to acquire innovative expertise.

OCB is an efficient as well as valuable approach of consuming human assets and resources to regulate administrative functioning where individuals are responsible for organization as a significant foundation of maintainable viable benefit. The significance for administrations is that individuals perform additional accomplishments that are not officially put in writing down. As the responsibilities are not officially recorded down there is a particular overlap amid responsibilities of workers, which the personnel should be agreeable to perform (May & John, 2000). (Katz, 2000) also described that administrations cannot get ahead with particular accurateness to all those actions indispensable for attainment of purposes.

OCB has turned out to be a compulsion for administrative continuousness. For the reason that it is not possible for a commercial individual to forecast the diverse variations in exterior features and be responsible for possibilities to all circumstances even though in procedure, as a result, concentration on inner aspects particularly those granting unanticipated additional assistances in personality are important for survival. An additional task behavior, for instance; OCB, is not under any indicated work portrayal, not underneath any recognised incentive procedure, not obligatory, unpredicted, as well as could offer additional welfares in addition to assistances

resulting from predictable part. Organizational productivity and performance principally centred upon the superiority of human source behavior (Swaminathan & Jawahar, 2017). From a societal point of view, OCB helps the institute by empowering workers to deal with worrying circumstances, unanticipated complications as well as great amount of work during the course of interdependence (Amin, 2018). Workers are easier in going to unexpected conditions initiated by exterior elements.

Another advantage of OCB is its application as a device of the inclusive efficiency and success of an institute. It has progressive relationship with work Motivation. Workers displaying less intensities of OCB are more probable to depart the institution, have a tendency to have lesser intensities of origination as well as inventiveness than those demonstrating higher levels. This is owing to the persuasive relationship of OCB with that of work gratification. On a minor extent, OCB has frequently been employed as an instrument of assessment for job output and execution, escalations in pay status and advancements (Marry, Neihoff, & Ahmed, 2016). This yet again, is owing to the additional part of OCB. In relations of output and functioning for instance, it is noticed that workers displaying OCB be likely to have advanced performance than most. In connection of organizational citizenship behaviour, on the other hand, (Boss, Chrach, Sandra & John ,2018) analyses that workers would merely demonstrate additional functions /behaviours if those workers are dedicated to administration as well as organization. Merely by developing great intensity of devotion workers are driven to display OCB (Ndoja, Ship, Rose, 2018 & Nelson, 2016). Consequently, an assessment of greater OCB could point toward high-ranking ranks of other progressive merits as well.

Scholars and specialists have been constantly struggling to recognize and present such superiority of human resource which could play role to their administration and

organizations to its best possible. Scholars have therefore been centring on functioning manners of workers. OCB is one of such a functioning conduct which concerned consideration of the researchers. Conclusions so far exhibited optimistic results of OCB on the whole administrations' output. It is one of the most significant variables in administrative setting and earlier research study conclusions exposed its effective part in workers' performance and administrative welfare (Zhang & Agarwal, 2017). A number of the fundamental benefits of OCB are registered as follows:

1. Heads keep in record encouraging remarks in monthly assessment in regard of those supporters who execute responsibility in enhanced mode all through displaying OCB at their place of work as contrasted to those who do not exhibit OCB (Podsakoff, Whiting, Podsakoff, & Blume, 2015). These remarks play inferential part in their educational and specialized profession;

2. Workers are conferred incentives based on performance in which additional part conduct of workers plays an important part in prescribed incentive procedure like teaching staff member are given privilege and early incentives and increments each year on the basis of their amazing involvement in the areas of research study and novelty outside the recommended phase of output and performance.

3. OCB maintains the occupation of workers particularly in circumstances were

rationalizing is being made on the basis of financial collapse (Podsakoff, MacKenzie, & Organ, 2015) as those workers are reserved whose phase of OCB keep on great;

4. HEC of Pakistan every year rewards honours like "best teacher ward", "best Scholar award" etc. to those who have additional normal involvement in their particular subjects. Additionally, the management also discuss peculiarities like

civil honours to politeness and their proposals are made on the basis of outstanding presentation in their particular discipline;

5.   Altruism and courtesy are the two stages of OCB by which a helpful Functioning atmosphere is produced and administrative output is heightened (Podsakoff, Mackenzie, & Organ, 2015). Additionally, conscientiousness and civic virtue of workers progresses societal investment, sense of administrative possessions among workers and build up official life;

6.   OCB is connected to workers' functioning productivity and conduct at place of work and research study conclusions discovered that it has a important and optimistic influence concerning administrations (Podsakoff & Mackenzie, 2013; Zellars, Tepper, & Duffy, 2017) as well as supporter's prosperity and security.

OCB generate constructive interchange among group fellows. An employee who obtains act of kindness from other colleagues has the inclination to return back the good deed and such communication among them cultivate a constructive functioning situation (Samah, 2017). Such an operational conduct inspires the employees to show more extra-role manners irrespective of receiving any recognized incentive from their administration. Workers who show OCB at their place of work support their co-workers having dense amount of work irrespective of achieving their own allotted responsibilities. Such type of actions of workers improves pleasant functioning atmosphere which in turn progresses sense of possession with the business.

(Podsakoff, Mackenzie, & Organ, 2013) debated that the workers who exhibit extraordinary phase of OCB at their place of work are more probable to acquire improved presentation incentive in the type of rewards, additional benefit, and/or documents of gratitude from their bosses. Such kind of non-monetary incentives and

rewards like document of gratitude drive them high in their profession track in the kind of upgradation and honour of upper grade. Established on research study conclusions for the last decades, OCB has momentous influence on place of work atmosphere and administration's presentation and performance. It has constructive impacts on welfare of workers and administration (Zhang & Agarwal, 2017). In the framework of undeviating result of OCB on the workers themselves, research study conclusions displayed that bosses and direct managers offer extraordinary ranking to those assistants who show more OCB at their place of work and as a result they obtain more chances of enhanced profession (Podsakoff, Whiting, Podsakoff, & Blume, 2015). In sight of above mentioned, OCB is a flexible functioning conduct of workers at place of work irrespective of recognized incentive structure which has a very important and significant result on both administration and worker's wellbeing. Workers showing OCB at place of work generates a peaceable and welcoming functioning atmosphere. Such kind of operational setting make certain administrative output and performance in effectual way.

In the instructive situations, research studies on OCB are a latest development. As psychologists have supposed that to come across the innovative principles and standards that have been established for institutes, school employees must go out of confines of least possible performance criterions of their responsibilities. It is noticeably obvious that research study of organizational citizenship behavior in scholarly and in instructive organisations is of great worth and definitely wants considerations (Farooqui, 2012). According to (Yucel, 2017), educators play a substantial part in developing institutes and learners. Educators with great OCB have more significance as contrasted to others for the reason that excellence of educational organisation is reliant on them. Educators' association with learners is effective in

excessive attaining institutes as contrasted to lesser attaining institutes. Investigators have also discovered that teachers' citizenship behavior progressively foretold learners' educational accomplishment. As an end result, it can be determined that OCB is more in high accomplishing institutes as compared to the low attaining institutes.

The wish for workers to apply power into actions and behaviours not inside their obvious responsibilities can be an important fragment of an effectual institution. These conducts and behaviours "run the societal mechanism of the institute" (Bateman & Organ, 2006). OCB permits for the institution to function effortlessly and competently for the reason that the workers are agreeable to accomplish responsibilities that require to be completed, as a result permitting administrators to assign funds to other situations in necessity. (Organ, 2006) future classified actions and behaviours by their involvement to the improved competence of the institution. (Organ, 2010) afterwards classified actions and behaviours by their influence to the better effectiveness of the institution. Table 1 classifies the groups and explains each respectively.

OCB Classification	Explanation of action
Altruism	Conducts focused to assist others
Conscientiousness	Emphases on the period consumed on effectiveness of own self and the cluster.
Sportsmanship	Reduction of undesirable action (querulous/irritable) and upturn output
Courtesy	Stops difficulties and simplifies productive usage of time period
Civic Virtue	Keeps institutional concern primary

Table 2.1. OCB Categories and description of benefit to the organization (2010)

2.9.   Teacher's OCB

Instruction is a facility career, in which the educator has significant independence in his or her control of work. Instructors have the authority to select in what way they accomplish their task in various manners, for instance: outline of courses, sequence of lectures, organization of their tutorial room and others. Research study has discovered that the added independence workers have in their works, the better they display OCB. The independence effects the emotional and mental condition of the worker, preparing them to accept more duty in their job results as well as escalating work motivation (Hackman, 2018; Podsakoff, Mackenzie, Paine, & Bachrach, 2015). On the other hand, the freedom offered educators in various of their responsibilities may possibly confuse the ranks when differentiating what be eligible as OCB. Instruction is a hired place to demonstrate lesson to a specified number of learners an adjusted quantity of purposes in the given time period of the institute day for an assigned sum of days in an academic year. By description, to be well-thought-out OCB the individual displaying the conduct and behavior cannot perform so for the reason that of any identified or expected advantage or incentive and the action should be outer of the approved work explanation (Organ, 2017).

Educators that unintentionally display OCB may possibly be classify their actions and behavior as duty of their prescribed responsibility or work obligation and not as functioning greater than and further than the summon of assigned duty. The skilled educator by temperament has the ability to perform further than the call of responsibility, performing more than what is precisely mandatory of the situation (DiPaola & Hoy, 2018). A few instances may be kept on working late to support stressed learners, calling parents on their private time and offering to support with accomplishments for learners. Educators may regard these as methods to comfort

additional "communicate" and not as organizational citizenship behavior. OCB in teaching and learning process focusses mainly in the field of altruism. Altruistic conduct is the utmost generally witnessed action and behavior in educational setting for the reason that of the custom of the career.

(DiPaola, 2017) describes that educators regularly execute conducts and behaviours focussed in the direction of facilitating persons, mutually learners as well as co-workers, as fragment of their skilled distinctiveness. In educational institutions, learners are the foremost emphasis for the objectives of the institution. As a result, any manner or behavior displayed to comfort learners also will progress or support the institution. This conduct and behavior direct to an overlay concerning the proficient objectives of the educators and the objectives of the institution; (DiPaola and Hoy ,2018) indicated that the difference amid assisting people as well as promoting the institutional objective is unclear for the reason that, in educational institutions, the objective is identical by facilitating individuals. Scholastically as well as financially striving institutions help significantly from educator's organizational citizenship behaviours by means of offering means and resources that are an advantage at no extra expenditure to the institution. The OCB of educators relieves certain amount of the stress on the institutions when distributing limited funds. Recurring OCB will, eventually, develop the organization's efficiency. The OCB displayed by educators permit the institutions to be more effectual by permitting the institutions to be accommodating, easy-going, inventive as well as well-organized.

2.10. Organizational Citizenship Behavior in Schools

Organizational citizenship behavior is framework distinctive. Attempts to evaluate OCB in institutions have need of the progress of mechanisms definite to educational institutes. Research studies discovered that institution OCB has either a

distinct aspect, or two aspects: organizational citizenship behaviours focussed at individuals (OCB-I) and organizational citizenship behaviours heading for the organization (OCB-O). Behaviours recognized as falling under the OCB paradigm in institutes involve educators facilitating learners on their particular time, educators seldom being absent, teachers willingly assisting newly appointed teachers, attending on working group, funding additional accomplishments, being on time, generating inventive proposals to upgrade the excellence of institute, beautifying the institute, contributing in learner festivities, as well as carrying on to progress proficiency (Vigoda, 2010). Though this list in not wide-ranging, there are variances in these actions and behaviours and those of workers in other administrations. As an outcome, by means of procedures established for the institute background, which are both effective in addition to trustworthy, seem like suitable.

The situation as well as management in educational institutions vary from other organizations. In institutions, the administration and supervision of educators is restricted. As a result, the routine of certain work procedures and techniques is left to the responsibility of educators. In addition, educators work for learners who can differ enormously and the procedures, curriculums, and methods must deal with distinct learner requirements suitably are not certainly consistent. There is no one finest training that encounters each learner's exceptional necessities. Functioning associations in institutes also be at variance from other organizations since excessive reliance on educator's proficiency and training are obligatory with slight supervision as well as guidance.

2.11. OCB at Work Place

OCB in the manner of virtuousness, industriousness and sportsmanship has been recognised to be advantageous in the direction of the institution (Ahmet, 2017). A

worker displaying civic virtue is by taking part in non-obligatory meetings organised by the organization on job ethics and excellence. It would be more well-informed and could utilise that understanding to accomplish improved performance in day-to-day procedures. Enhanced performance in respect of service could lead to repeated visits, support and ultimately, improved sales. Providing productive recommendations is an additional attribute of civic virtue that can ultimately boost the institution. In various administrations, general functioning and prospective working approaches and objectives section wise is discoursed once-a-month, bi monthly or semi-annually based on the institution. Several exposed these to workers as non-obligatory meetings for their proposals on upcoming objectives as well as policies centred on day-to-day functioning understanding and experience. Recommendations that could benefit enhanced form upcoming approaches to profit the organization and its workers.

workers, who displays high-level degree of presence, is demonstrating industriousness. Workers, who do not succeed to reach on proper time or do not attend work place at all is a possible expense for the institution. Non-attendance instigates greater work burden and job anxiety for other workers. Numerous concerns that may arise from non-attendance are: untruthful observation on the usual functioning abilities of the working group, escalation in grievances due to work anxiety as there are not adequate persons on shift and results in over-all displeasure of workers. A high level of conscientiousness could stop possible concerns with respect to the institution's workers. Conscientious workers also have a propensity to abide by organization's procedures and guidelines at the time when no one is observing. Workers having great-level of sincerity are uncomplicated to identify. They incline to remain present to support the group at the time inquired, even if it goes further than their usual functioning period. They seldom avail extended pauses and from time to time return back to place

of work some times before their lunch/tea time finishes. These workers are capable to endure unanticipated conditions beyond of their regular probable work necessities and not criticise. In most institutions, the unpredicted situations take place quite frequently and having workers who are accommodating would facilitate stress-free reaction to these unforeseen happenings.

(Katz and Kahn, 2017) stressed that in order to guarantee organizational efficiency and effectiveness, employees have to be ready and prepared to stimulate impulsive actions and behavior that go further than their prescribed work necessities. Initially, (Organ , 2014) described OCB like person indiviual actions and behavior that is flexible, indirectly or precisely defined by the prescribed incentive procedures and that in general advances and encourages the effectual working of the institution. As a result, he described the concept of OCB by recognizing the fact that Worker,s can be benefited for showing intended and flexible behavior. According to this more latest description, OCB is output that benefits the societal as well as psychological setting in which task execution takes place (Organ, 2016).

Characteristics of a Functioning Organization

1. individuals are compelled to enter and remain
2. the completion of role requirements successfully
3. innovative and spontaneous activity going beyond job role prescriptions

Environments that Harbor OCBs

1. supervisor consideration
2. task interdependence
3. demographic variables

OCBs

1. helping behavior
2. sportsmanship behavior
3. organizational loyalty
4. organizational compliance
5. individual initiative
6. civic virtue
7. self development

Fig 3. Development of Organizational Citizenship Behaviours (2008)

Figure 3 is presented to demonstrate the association between the features of an operational organization, the settings and situations for development OCBs and the outcome (OCBs). The implication of OCBs is that they run smoothly the societal mechanism of the organization. They offer elasticity desirable to work through numerous unanticipated possibilities. It can be concluded that if a person lives through and displays OCBs, there will be superior motivation from that worker.

2.12. Motivation

Motivation is well-defined in Webster's New Collegiate Dictionary as a necessity or aspiration that grounds an individual to show an action. According to Shanks, motivation is a manifestation and expression of output and performance or an objective of a specific person to accomplish something to some degree (Pakvandi, 2012). As stated by (Gunay , (Rudolf & Kleiner , 2016) motivation is well-defined as the structure of an aspiration in the interior of trade possessors to execute his work with uppermost degree of struggle and inventiveness. The notions of motivation are significant for administrative leaders to be acquainted with for the reason that according to (Astuti , 2018) an enthused and motivated cluster of workers is significant for administrative accomplishment for the reason that they will take part absolutely in their work to lead to great degree of productivity for the institute. As indicated by (Ryan, 2017), motivation is a term derivative from the Latin term "movere",that signifies the meaning "to move". It shows an inner strength, based on a person's requirements which force him/her to attain their goals as well as objectives. (Staw & Styn , 2016) declared that in order to comprehend individuals' conduct and behavior at work place, bosses or managers must be mindful of the notion of desires or intentions, which will benefit 'move' their employees to perform any work. (Rioux , 2018) stated that, motivation is a want sustaining procedure which represents that when person's necessities are

gratified or enthused as a result of specific fundamentals, the person will apply greater strength in the direction of accomplishing administrative aims and objectives. Motivation describes what forms persons to carry out something, retains them to do it for longer period, and assist them in concluding responsibilities. This signifies that the notion of motivation is employed to describe the wish to act, the course of conduct and behaviour, the strength of performance (determination, retain ability), and the authentic accomplishment or attainment (Pintrich, 2015).

Motivation is connected to the phase of exertion an individual contains in following an objective. Motivation can be well-defined as several investigators as well as writers recommended as the mental and emotional motivation which regulates the degree of exertion as well as the determination of the individual, in encountering hindrances in the place of work. It is also described as a perceptive policymaking procedure that effects the perseverance and focus of objective guided behaviour (Barbuto, 2015). One more description of work motivation can also be done as the psychological powers surrounded by an individual that governs the course of that individual's performance in an organization. (Ghazi ,2017). The foremost elements in the description stated above are; struggle, the absolute authority and diverse direction for conduct and power. These specified words are the interpretation of the attitude persons employ to access high level of accomplishment which will profits their organisations with determination. As described by (Ryan, 2017) to have the yearning to attain something is called motivation. Therefore, if an individual is enthused to perform something to accomplish an end, this is regarded as a kind of motivation, whereas if somebody should do something and s/he is not stimulated or motivated to do it this is called demotivation or un-motivation (Ryan, 2017).

2.13. What is Work Motivation?

Work motivation as the term proposes is the procedure in which workers encourages themselves to work firmly and devotedly by including all his/her sentimental concerns, cognitive and intellectual parts so as to accomplish mutually specific as well as administrative objectives, indicates aims that are particular quantifiable, well described and attainable objective. Motivation directs to an individual attitude and action (Guay et al, 2018). It is the features of a person that directs them to perform job in a precise precise manner (Gredler, Broussard & Garrison, 2018). Motivation can be somewhat central (directed by individual's internal views and selection) or extrinsic (motivated by a few exterior resources other than the individual himself) category (Deci, Koestner & Ryan, 2017).

Writers such as (Porter, 2017) lay emphasis on that, there is a great requirement for more exploration and analysis on motivation by taking account of wider view for more interpretation the perception on the intensity of behaviour of workers in the place of work in the public sector. The related writings disclose that the motivation amongst private sector workers and their managers is higher than workers and their supervisors in public sector (Steers, 2018). A well-defined and profound recognition of the framework of motivation is grounded on the two diverse kinds of motivation as intrinsic and extrinsic. Centred on description stated by (Hasnain, 2017), motivation requires prime requirement similar to worker commitment in place of work, which separated into two classifications as; intrinsic and extrinsic motivation. The two elements of motivated individuals to be involved in executing the assignment take the lead to attain definite objective. The intrinsic motivation perception denotes to the individual's inner doctrines to accomplish the assignment and work commitments, while extrinsic motivation notion indicates to person's desire to achieve particular results such as

(wealth or incentives) that, associated with the same responsibilities and assignment (Hasnain, 2017). Intrinsic notion is associated to the inclination of the individual himself. To bring to a close, the intrinsic motivation style denotes to the requirement within, while the extrinsic motivation style indicates to the exterior necessities that inferred to the outer surroundings. Both methods and style of motivation are required within the organisation, to accomplish right and proper work setting, and on distinct level to attain workers' gratification and commitment.

Motivation is confined inward and exterior of a person to accomplish his prospects in a means needs urge, inspiration or motivation to build act. The contributed drive to employees can be in the kind of monetary and non-monetary rewards. The monetary rewards can be in the way of awarding benefits for example capital, whereas the non-monetary rewards would be in the manner of appropriate settlement, the Charter Reward, star of service, and just dealing. Work motivation portrays a significant part inside and external of the employees to consider obligated, stimulated in addition to enthusiastic in administering their activities. The motivation is required to inspire and help in managing an organization to attain an objective. The expectation theory describes that the authority of an inclination to perform in a particular manner based on the power of an optimism that it will be supported by a particular productivity and on the attraction of the results for the person.

According to (Cotton, 2018), motivation is the expression employed to depict those procedures mutually inherent and motivation, by which individuals strive to gratify the fundamental determinations, supposed necessities and subjective objectives, which activate human being's manners and behavior. (Aslinda & Snell, 2019) also describe motivation as the strengths that build up, non-stop, and endure an individuals' exertion. All conduct and behavior, apart from instinctive impulses like (eye blinks)

which have insignificant to do with administration, is motivated. A highly motivated individual will do hard work in the direction of attaining functioning objective. With sufficient capability and knowledge of the work, like an individual will be extremely industrious. According to sociologists, existing educational surroundings are a reward-scarce situation for specialised job and frequently give the impression to try against educators' greatest struggles to develop expertly as well as develop pupil knowledge (Peterson, 2017). (Marie, 2015), displays that various worthy educators leave behind instruction in the initial three years for the reason that they have deficiency motivation. A motivated educator is one who not only feelings contented with his or her work, but also is authorized to struggle for brilliance and progression in teaching skills. In all organizations whether private or public, motivation plays a fundamental part in encouraging workers in the direction of attaining their objectives, organizational aims and objectives as well as to some extent the visions of their homelands.

According to (Malanao, 2018) motivation includes an assemblage of philosophies, insights, standards, concentrations, and activities that are all very much associated. As a consequence, numerous outlooks to motivation can emphasis on intellectual behaviours (insights, opinions, and approaches). Motivation is a variation of drive in an individual categorised by the development of "sensation" and headed by the reaction to the presence of objectives (Sardiman, 2016). From this description encompasses three significant features. 1) the motivation that introduces the existence of strength modifies in the person human self. 2) motivation is embodied by the manifestation, sensitivity, friendliness of an individual. 3) motivation will be inspired the necessity.

Motivation is one of the emotional as well as mental feature that effect the instruction and acquiring procedure. There are several "drives" to indicate why

somebody is executing some actions. The word "motive" is well-defined as the exertion that initiate somebody to accomplish any target. Motives can be explained as a struggle that drive an individual to execute particular actions in order to attain the objective. Yet the motif can be inferred as an inner state. According to (Shaban, 2016) motivation is the variation in vigour in an individual categorised by the appearance of emotional states as well as responses to accomplish objectives. Vroom's Expectancy Theory explains the motivated conduct as objective based. He discusses that persons tend to act in a self-indulgent manner prefer the activities that will take the uppermost individual usefulness. Expectancy theory occupies individuals to act that deliver preferred amalgamations of predictable conclusions. The expectancy theory expresses that the power to perform in a specific manner relies on the potency of anticipation that the action will be pursued by a assigned result and on the fascination of that consequence to the person (Robbins, 2016).

(Robbins, 2016) discusses that motivation is a preparedness to consume high intensities in the direction of organizational objectives on the condition by the capability to experience person's requirements. Motivation can also be understood as a readiness to accomplish high standards to accomplish objectives (institutional) or particular objectives. In the motivation there are three components of desires, exertions, and organizational objectives. According to (Bartol and Martin, 2019) motivation is a propelling power that inspires affirmative conduct at work place and the propensity to stay devoted. (Farhad, 2015) expressed that motivation is a process that is commenced by means of sequences of psychological and physiological requirements which eventually activates an extraordinary execution to come across specific aims. As stated by (Rizwan, 2016) amongst all the four diverse types of organizational possessions like monetary, physical, facts and employees. The final is of most significant to form an

organization's viable benefit. Worker's output and performance depends on various elements like performance assessment, inspiration and motivation, work gratification, salary as well as assistances, instructing and improvement chances and career safety. Organizational arrangement, course of action, functioning circumstance, colleague association all are counted but motivation is considered to be the most essential features in persuading high degree of performance of workers. Determined administrators employ motivation as a means to encourage worker performance since high level of performance and worker dedication take the lead to organizational objective attainment. A driven work force is receptive to their definite duties and responsibilities as a result; they put their strength in that way which will support to encounter the institutional goals. As indicated by (Rutherford, 2018) motivation effects workers to not only rise their performance but also enhance the worth of their work. Therefore, it is significant to make use of motivation as a means to improve worker performance and dedication.

Theories of motivation can be distributed to clarify the conduct as well as approach of workers (Roley, 2018 & Wever, 2016). These consist of contented philosophies, grounded on the supposition that individuals have distinct requirements which stimulate their activities, and philosophers such as (Abrahem, 2000 & McClelland, 2015), (Herzberg, 1966 & Alderfer, 1969) are well-known for their investigations in this subject. In comparison to contented philosophies, procedure notions recognised relationships amongst variables which create inspiration and include research works from (Hader, 1960), (Vroom, 1964), (Adams, 1969), (Lock , 1986), and (Laoler , 1993). The foremost emphasis of researchers regarding motivation theories is on Herzberg's notion of inspiration (Pinder, 2016). Herzberg's motivational concept, also recognised as the two-factor theory has acknowledged extensive consideration of ensuring a hands-on methodology concerning encouraging and motivating workers. In 1959, Herzberg

issued his exploration of approaches of two hundred mechanics and auditors from over nine corporations in the USA. These experts were queried to illustrate work understandings where they sensed either enormously bad or remarkably worthy regarding their professions and ranked their outlooks on these understandings. Answers about virtuous state of mind are commonly connected to job gratified (persuaders), in addition to reactions in relation to unpleasant emotional state are linked with work perspective (hygiene element). Instigators move toward with aspects assembled into the work itself, such as accomplishment, acknowledgement, obligation as well as progression. Hygiene aspects were connected to outlooks of discontent inside the workers and were extrinsic to the work, such as relational associations, income, administration and institution strategy (Herzberg, 2010).

A foremost idea to be noticed from Herzberg exploration study was that he recognised motivational and hygiene factors to be parted into two diverse extents influencing distinct features of work motivation and gratification. This conviction was very much dissimilar from the conventional method of observing work contentment and discontent as conflicting features of the identical continuum (Herzberg, 2010). Hygiene factors avoid discontent however they do not direct towards motivation. These factors are obligatory simply to escape bad sentiment at place of job. On the contrary, instigators are the existent elements that inspire workers at place of job. The two-factor theory was verified by several more investigators. Though, they displayed extremely diverse outcomes. A number of the elements stated by Herzberg (2010) as hygiene factors are in reality motivators in their investigation study.

According to (Hersey& Blanchard, 2017), They indicated that motivation is affected by advance viewing opinions concerning the association amid execution as well as incentives. In other words, motivation is an outcome of outlooks of upcoming

time. (Carr , 2019) & Huselid , 2016) supposed that if employees are not encouraged and motivated, turnover of employees will upsurge in addition to workers will turn into irritated and uncreative. Numerous other investigators who examined on work motivation advocated this declaration (Robbins, 2018; Parsons & Broadbridge, 2016).

Work motivation as the title proposes is the procedure in which workers encourages themselves for exertion and hard work devotedly by comprising entirely his/her emotional and cognitive parts so as to attain both specific and organizational objectives, means aims that are precise quantifiable, well precise and attainable goal. Motivation guides to a specific manner. It is the features of an individual that directs them to put an effort and work in a certain precise way. Motivation can be also intrinsic (directed by individuals' internal principles and selection) or extrinsic (compelled by some exterior bases other than the individual itself) type (Deci, Koestner & Ryan, 2017).

2.14. Why to motivate employees?

The output and functioning of every institution as well as its endurance rest on that particular organization's fundamental resources, workers, also the proficiencies of the administrators on the way to be capable to generate an inspiring atmosphere for their employees. On the other side, it is a challenging test for the administrators to retain their individuals and workers driven and contented. Accordingly, each administrator has to be mindful about the necessities and desires their workers and what they want to accomplish. The foremost purpose and apprehension of most of the administrations is to take the advantage from persons who are comprehending optimistically in the direction of the job and inspire discontented workers to conclude up with a triumph–victory circumstances for mutually the organization and employees.

(Porter , 2017) indicated that inspired and motivated workers will escalate the competence of the institution to attain its targeted mission, objectives and purposes. It will also involve all employees of the organization to develop a well-built administrative values and culture. Furthermore, enthused and motivated workers will consider as having a planned joint venture with the institute and their promises and trustworthiness will grow with the passage of time (Azar, 2018). (Ndoja, 2016), grounded on the exploration study concerning "Pleased Workers Create Industrious Workers" discovered as while workers approaches and outlook developed by 5%, client's gratification raised by 1.3%, and the profits got better by 5%. Therefore, driven workers generally deliver better than others and therefore the client contentment upsurges.

Motivated workers can influence an organization's extremity line and create the place of work where workers look frontwards to interrelate with all other fellows instead of working at a place just to collect a salary payment (Nandanwar, 2015). Additionally, an inspired and inspired institution certainly would have added inspired workers so therefore the employees will be extra dynamic in addition this quality of employees will be in the lead to great budget reserves. Furthermore, contented workers absolutely influence business philosophy, give rise to in several insubstantial but in the same way significant revenues (Shaw, 2017). The investigators furthermore comprehend that individual, who remained driven by means of transferring those employees to overseas states to reside as well as performing their duties, have been perceived the same as respected source like they contribute greatly than normal at the time they come back to their institution. (Ryan, 2017), described that an institute in which workers contain little inspiration and drive is entirely at risk to mutually inner as well as outward tests and trials for the reason that its workers are not going the

additional mile in order to sustain the administration's constancy. An unbalanced and unstable institute eventually underachieves the desired targets. Organisation's necessities to stimulate their workers and continue to retain them inspired and enthused to attain the efficiency rises as well as to make sure their effectiveness. Occasionally individuals who are assigned duties consider themselves enthused and try to perform their finest and work out hard for that reason (Jiang, 2020).

(Nielson , 2016) too perceives that inspiration is all concerning generating the setting and situation wherever workers can be driven in addition to do duty in the midst of their greatest struggle. Consequently, administrations must encourage the workers in the direction of boosting contest benefits as well as arrive at the organisation's visualisation also objectives. Scholars had suggested that worker's dedication concerning their institution and administrations would enrich their gratification also this factor will advantage the organization. Furthermore, scholars and researchers have emphasised that contented and stimulated workers are essential to the institution efficiency (Rachel, Yee, Yeung, Edwin, 2018). Similarly, commercial and organization's progression be determined by the inspired workers; they can create all the transformation in the corporation's capability not to only stay alive but also to get to the top (Hislop, 2019).

Though certain professionals claim that organizations who expend capital on encouraging their workers is spoil of income but the majority of them agree that the unproductive wealth is attained in a very little time by the results produced by inspired workers. Additionally, finest executors and skilled workers are in fact who deliver the outcomes of trade and these kinds of workers are the strength of every organization in addition to the aim of occupational development and expansion (Meyer, 2018). Based on the consideration of (Day, 2018), enthused and driven persons as well as their

dedication remain fundamental in order to enhance the efficiency of the employees output such as they will execute through their extensive ability as well as by great excellence. (Michael, 2018) specified that owning an inspired employee offers the viable benefit that the institute strive for and enhanced worker output and performance benefits the institute accomplish greater efficiency. (Christine, 2016), recognized that better inspiration will have an uninterrupted influence in refining efficiency by way of more determination and conceivably origination. They also indicated that inspiration and motivation of an individual take the lead to a dynamic with great results and performance of workers who carry out the greatest at job, always saves his productive time and exertion and also offers himself voluntarily to do more than what is requisite. Such efficient workers will be an illustrious means to the professional and a magnificent standard to be admired by others. If workers are enthused and blissful, they will execute their tasks to the greatest of their capability instead of merely completing it for the reason to perform their assigned duty. (Ryan, 2017).

2.15. Motivation Theories

Motivation is the supreme significant feature that directs individuals to act (Shinn, 2016). According to Pinder's (2016) definition, both environmentally friendly forces and integral subjective abilities have an effect on job-related behaviors. Motivation is unnoticeable and cannot be quantified. Consequently, suggested theories must be employed to comprehend and to come to know about individual's motivation (Ambrose & Kulik, 2018). Relevant motivation theories, for instance Maslow's pyramid of wants as well as Herzberg's two-factor theory, are in general well acknowledged. Numerous work motivation reports have investigated discrete variances and their influences on work motivation. For example, (Topa, 2018) specified that

motivation is influenced by a number of diverse features, notwithstanding that each individual has his/her own distinctiveness.

Social experts as well as Psychologists had constructed a few motivation philosophies as well as theories and a number of following philosophies have been established through scholars. Place of work motivation theories are categorised into two central fields, specifically process and content theories (Weick, 2015). Content theories have highlighted the features and requirements that raise spirits as well as stimulate workers' conduct, behaviour in addition to execution. These theories have concentrated on workers' inner aspects that rejuvenate and put their functioning behaviour on the right track are well-thought-out the outcome of interior determinations that induce persons to exchange in the direction of their contentment.

The substance notions of inspiration have been centred on initial philosophies of inspiration, the most significant of which are Abraham's pyramid of necessities, Alderfer's ERG philosophy, Herzberg's motivational philosophy, as well as McClelland's concept of necessities. All substance philosophies suppose that all workers in an institution have the identical set of necessities; as a result, institutions can envisage the features that should be existing in the work (Lyn, 2012). On the contrary, process theories have given emphasis to workers' actions and conduct as determined by their specific requirements. Process theories consider that workers will be driven when their work fulfils their anticipations as well as standards. These theories have concentrated on the procedure by which workers' prospects, requirements, principles and proportional connections meet with their work responsibilities to control drive. They have also explained how person conduct is enthused and sustained in self-motivated individual intellectual developments. All procedure philosophies share the

conception that workers' varied requirements and reasoning procedure must be assigned consideration (Lyn, 2012).

The foremost procedure concepts of work contentment and inspiration are Vroom's anticipation philosophy, Adam's fairness philosophy, Lock's objectives-based philosophy, in addition to Skiner's fortification notion. There are various concepts of inspiration, and they generally offer a connection or impact the consequences of worker's job motivation. There are three foremost concept classifications, specifically substance philosophies, procedure philosophies as well as modern philosophies (Saife, 2012). Commonly stating, these notions comprise Maslow's pyramid of requirements, Herzberg's instigator hygiene philosophy, Alderfer's Survival, Affiliation as well as Evolution concept, in addition to McClelland's necessities notion. In what way enthusiasm initiates and by what means it pave the way to satisfaction is defined by process philosophies; concepts that derives into this cluster comprise Portar-Lwlar's pattern as well as probability concept by Vrem. Existing philosophies of enthusiasm assimilate righteousness, regulator and intervention philosophy, as well as objective aligning, strengthening, and work proposal philosophy.

The theories of motivation possibly be grouped on the basis of their descriptions and rationale however significant investigation disclose that they are all associated, they direct to fulfilling gratification in workers. The usage of both content and process theories must be required to be place into exercise to motivate workers efficiently. In extrinsic motivation, the dynamics (hygiene's) that gratify lower-level necessities are unlike from those (motivators) that gratify or to some extent content higher–level necessities. If hygiene factors (factors external the work itself, for example, functioning situations, income and enticement salary) are insufficient, workers develop discontentment. Instead of depending on hygiene's, the administrator concerned in

generating a self-enthusiastic staff must lay emphasis on work satisfaction or motivation elements. Supervisors do this by inspiring employee's works so that the works are more thought-provoking and by offering response and acknowledgement (Braine and Plessis, 2011). Incentives as the foremost element of motivation can also inspire retaining in the institution, and the extensive occupation association as well as societal interchange are substantial. Motivation's entire notion is to be responsible for workers with guarantees of work safety, pleasant functioning situation, faithfulness in addition to be appropriate to the organization, as well as the employees assigned a few tests and trials.

Organizational thinking and attitude consider various stimulations and motivations of workers through which it is determined that persons' inspirations, their accomplishments, and OCB are very much associated and the similar are connected to administrative apprehensions as well as pro-societal standards, intentions and OCB (Penner, 2016). Persons who are fortunate with inherent inspirations incorporate administrative events and activities passionately and therefore be part of the basis in emerging an attractive functioning atmosphere for their co-workers. This notion of functioning situation improves all stages of OCB at place of work (Zhong, 2017). On the other hand, persons who are inspired to administrative activities at the interest of receiving recognised incentives have adverse influence on OCB.

According to researcher, recognised incentives procedure inspires workers which they use indirectly and casual dogmas about upcoming incentives in their judgement building process to show OCB. As previously specified, there is a significant relation between OCB and organizational apprehension and pro-societal standards such as attitudes and behaviors endorsing societal recognition and acquaintance. As a result, inherently inspired persons exhibit philosophies and recognise themselves with organizational well-being concerned with. It is meaningful to indicate that persons go

progress along the professional hierarchy in the organization and motivational philosophies be likely not as much related as originator of OCB (Haq, 2016). Motivation is the very significant feature that directs and guide individuals to take steps. Referring to Pinder's (2016) description, both inherent personal qualities and environmental forces effect occupational behaviors. Motivation is unnoticeable and cannot be calculated. As a result, suggested philosophies have to be used to comprehend and to understand about individuals' motivation (Ambrose & Kulik, 2018). Relevant motivation theories like Maslow's pyramid of wants in addition to Herzberg's two-factor theory, are usually ably recognised. A number of work motivation research studies have discovered personality variances and their influences on work motivation. For example, (Honore, 2013) directed that motivation is influenced by numerous diverse aspects, although that each individual has his/her own specific distinctiveness. There are numeral diverse opinions of inspirational principles. However, review of following motivation theories is as follows;

2.15.1 Abraham Maslow's Theory of Needs

Abraham Maslow (1908 – 1970) by the side of (Herzberg, 1923) portrayed the Associations Institute in the 1960's, that concentrated on the emotional and spiritual necessities of workers. Maslow introduced a philosophy based on five ranks of human being's necessities that workers required to have satisfied at job (Robbins, 2016). Beforehand the worker can relocate to the upper stage of the classification, he/ she has to be gratified as well as acquired the essentials from the preceding stage. Abraham Maslow put forward the philosophy of individual's necessities which is universally recognized as Maslow's grading of requirements in human surroundings in the social order. Maslow's pyramid of requirements is a widespread innovator notion of work contentment as well as inspiration, based on lesser-grade and greater-grade

requirements. It expresses that persons are inspired by five principal necessities, that is physical requirements, protection as well as safety requirements, associations, affection requirements, self-regard, in addition to self-realization. Physical necessities are nutrition, water, housing, as well as sleep; protection and safety requirements are safety of earnings similar to income as well as service, a residence to live, well-being conveniences; belongingness and affection requirements comprise of relations with family members, families, co-workers, team participants and fellow supporters of the public and the social order; self-regard necessities are position, reverence, advancements, virtuous rankings, and awards; and self-realization requirements comprise of the understanding of capabilities, aptitudes, and accomplishment of abilities. Persons attempt to gratify their functional requirements primarily. As soon as their lesser-rank necessities are gratified, they can work out in the direction of their other greater-rank requirements. Persons constantly endeavour to content their novel requirements, which arise in the current period in their existences.

(Chorath, 2015) mentions that in 1985 that Brandes Academia instructor of psychology, Abrahem Maslow as an illustrious scholar as well as investigator in the analysis of individual's requirements and inspiration derived by means of his pyramid of requirements philosophy through a suggestion that individuals are enthused and enthused by way of five stages of necessities such as: (1) Physical requirements, (2) well-being requirements, (3) possession requirements, (4) reverence requirements in addition to (5) self-realization requirements.

Content described by figure levels:

5 — **Self-Actualization Needs or Self-Realization Needs**
Need for development of inborn talents, potential, resources, accomplishment.

4 — **Esteem and Prestige Needs or Ego Needs**
. Need for self worth, respect, status, recognition, reputation, admiration, strong confidence.

3 — **Love and Belonging Needs or Social Needs**
Need for love and to be part of a group -family group, peer group, friendship group

2 — **Safety Needs or Security Needs**
Safety from dangerous physical and social situations

1 — **Physiological Needs**
Need for food, water, shelter, clothing, comfort, rest or sleep, reproduction or procreation

Fig 4. Hierarchy Needs of Abraham Maslow (2018)

The above figure of Abraham Maslow's hierarchy of needs displays 5 levels of needs in human surroundings. The fundamental emphasis of Abraham Maslow's pyramid of necessities is on investigation of how people's approach is motivated by human need to come across a few human requirements in several group of people in the social order. (Mulwa , 2008) expresses that Abraham Maslow's theory of needs is specially assembled on the notion that human conduct and behaviour is certainly driven by the uncomplicated need to come across particular human requirements in the social order. The pyramid of requirements which was established by Abraham Maslow can, however, be employed as a technique of evaluating requirements in the public development in several group of people in the modern civilization. This process of order of requirements which Abraham Maslow established lay emphasis on the notion that there are some fundamental requirements which must be fulfilled prior to other requirements can be taken into consideration in several societies. (Siddiqui, 2015)

evidently emphasise that in evaluation of social needs that there are some essential requirements and necessities that must certainly be satisfied prior to other requirements can, still, be concerned in the social order. The implementation of this is that in appliance of hierarchy of essentials as expressed by Abraham Maslow that there are, though, several fundamental human requirements which have to generally be fulfilled before any concern is presented to other human requirements in social setting in the culture. Fundamentally, the principal human necessities work as a virtuous base on which other human necessities depends in the society. According to Maslow the five stages of necessities are;

- **Physiological Needs**

Physical and functional necessities stand the fundamental essentials that each single person desires to stay alive. They carried in the same way as food stuff, shelter, air as well as water. If the following essential requirements have not been provided, then the workers would not be capable in the direction of extending to the further stages (Anne, 2017). Physiology requirements are fundamental necessities of human which are significant for social existence in several contributing groups in the social order. These essentials are such human critical requirements as food, water, clothing, accommodation. (Siddiqui, 2015) express that physiological requirements consist of principal necessities for example food, water, shelter and clothing. Principally, human groups or human civilization will simply die out or go destruction deprived of the human prime necessities in the social order. Certainly, human being central requirements are very significant for existence and continuation of human groups in the civilization.

- **Safety Needs**

Protection and security requirements remain the necessities connected to the sentiments of the workers of staying protected in addition to be sheltered like to make sure the health protection as well as work safety. Security requirements or protection necessities associated with safeguard and endurance from disordered circumstances, societal confusion, societal disruption as well as substantial vulnerabilities in human surroundings. The instances of disordered conditions, societal chaos also community disruption are public catastrophes, encounters, warfare, collisions, political disorder, demonstrations, aggressiveness, extremism, abducting, armed theft, assassinations among others which commonly portend peaceable co-existence and pleasant existing of individuals in several societies in the civilization in the existing humanoid setting. The instances of corporal hazards are flood calamities, fire tragedies, volcanic activity, earthquake amongst other environmental catastrophes in the social order. (Arshad, 2021) expresses that the importance of protection requirements on safeguarding existence of individuals in such a circumstance as security from confrontation as well as criminality. Certainly, disordered circumstances, societal conditions, community disruption, societal and corporal hazards are categorised by a lot of reservations that put at risk peaceable co-existence of individuals in numerous groups in the civilization.

- **Social Needs – Love & Belonging**

The social requirements remain associated to the communications to others. The association and affiliation of the person to the individual's context and surroundings. Similar to possessing well-wishers in the form of friends and consider acknowledged from others. It appears that, when persons in numerous societies consider themselves protected as well as safe and sound adequately in surroundings the propensity is that

they understand the necessity to recognise and be in the right place to a societal association of household, public, communal based organization (CBO) amongst others in the social order. This, definitely, benefits them to play a part practically to communal progress in several societies in the world. (Luthans, 2011) comments that whilst once persons comprehend themselves rationally protected, that is when they lean towards apprehension regarding fit in a societal cluster where they can show affection and get affection in the culture. (Sukarman, 2018) evidently expresses that affection as well as belonging point out the necessity to be an element of a cluster like relations, co-workers in a place of work, companionship, societal assemblage amongst others in the social order. Adoration in addition to belonging support individuals to have the certainty in their individual aptitudes of play a role sensibly to judgement building procedure that encourages society advancement in numerous groups in the world.

- **Esteem Needs:**

    Appreciation and regard are the emotion of remaining significant. Admiration necessities have been categorised into interior and exterior necessities. Interior reverences be present as these needs associated towards self-regard similar to reverence as well as attainment. Exterior reverence necessities are similar as societal prestige plus acknowledgement which come from achievement. Appreciation as well as Respect necessities can correspondingly be denoted to as self-esteem requirements in human setting. It is constantly expected that individuals search for regard and admiration in social surroundings when it is evident that they consider protected in their particular societal clusters like relative's cluster, societal gathering, public assemblage, employed cluster, collection of co-workers, cluster of acquaintances amongst others in their several groups in the social order. (Astuti , 2018) describes that honour in addition to reputation requirements are generally required when an individual really considers safe

and sound in a cluster in the social setting. Once persons attain their societal essentials or affection and fitting requirements by relating to a relative's assemblage, community cluster, public set, collection of acquaintances, assemblage of fellow workers, expert cluster amongst others, they have a tendency to strive for self-esteem, acknowledgement, status, position, positive self-image amongst others in their particular societal clusters in numerous societies in the world.

- **Self-Actualization Needs.**

Self-Actualization need remains the requisite to attain the full ability like an employee. (Vance & Pravin, 2016) stated that this necessity is certainly not entirely accomplished. Self-Actualization Requirements stand related to certainty, knowledge as well as integrity. Various diverse techniques are present that the institute can gratify their workers as well as stimulate them. Salary is the number one fundamental inspiration element that may mollify the worker's physical and functional requirements as well as the security necessities. Societal necessities can be attained by offering the workers a place of work in a manner that it is comfortable and easy to interconnect and work in partnership with others. Likewise, administrations join together and performing activities will cultivate respectable associations between workers from various ranks which will satiate the societal affection & belonging necessities (Bradley, 2016).

Acknowledgements and incentives one or the other orally of officially will heighten the self-confidence of the workers. To conclude, offering a thought-provoking and challenging work with someway motivating features would develop the self-realization necessities of workers (Gardener, 2011). Self-actualisation is the fifth stage of requirement in Abraham Maslow's pyramid of necessities which relates with the aspiration of individuals to progress their aptitudes and capacity that are concealed in them in the social order. Self-assessment or self-evaluation requires support persons to

cultivate the need to make use of all their aptitudes that are concealed in them. This is in realism the execution of self-actualisation or self-realization requirements as advocated by Abraham in the classification of individual necessities in the culture. (Onah, 2015) recognises self-realisation as self-fulfilment-the necessity to progress person's extreme ability in order to give power to him or her to turn out to be the finest that he or she is proficient of being in the social order. Self-actualisation or self-realization turn out to be a realism when individuals cultivate the aspiration to utilise all the capacities, favours as well as capability that are concealed in them in the culture.

Maslow's notion has been completely contradicted on partly authenticated (Waba & Bredwel, 2017), however his necessities pyramid theory has stayed admired predominantly in an administrative framework. The pyramid of requirements is a genuine clarification for the incentive of person's conduct. The conception of needs offers an appropriate context for leading directors to transform worker conduct (Cangmi, 2014). The spontaneous portrayal of the pyramid notion rest on the consciousness of sentiments, which helps consultants to employ this philosophy regardless of the non-existence of confirmation concerning its usefulness. This context differs from person to person and day to day for the reason that every person has his or her peculiar motivational agenda. The circumstances had enhanced considerably at the developed ability before offering the conclusions, since the novel age group carried requirements such as acknowledgement, accomplishment, as well as individual growth to the plant, which resemble to the upper stage of necessities (Cangmi, 2014).

2.15.2 Two-Factor Theory of Fredrick Herzberg

In 1959, Fredrick Herzberg conducted a research study first time on the components functioning at the back of work motivation. He investigated the reactions

as well as occurrences of almost two hundreds of workers from nine diverse organization. Appropriate well-thought-out interviews were supervised to take out fundamentals for data collection. Results and data collection of the study furnished a comprehensive ground to the theory of (Herzberg, 2010) for the work motivation of employees at the place of work.

The distinction of Herzberg theory from the need theory of (Maslow, 1954) and (Alderfer, 1972) is its two exclusive factors representing the need of personnel at the work place. The Herzberg's motivation model for the motivation of workers offers diverse opinion about the gratification of workers at their place of work. He claimed in his theory that persons are contented, discontented or in impartial state of mind. He made all known to a concept by means of two inspiration features. The dualistic elements are cleanliness and hygiene elements as well as instigators persuaders. The concept of this theory describes the features that stimulate and motivate workers by recognising their specific individual requirements and wishes. The discontent element is entitled as "hygiene" in addition to the contentment element is "motivators" (Bradley, 2016).

According to (Boundless , 2014), Herzberg's Two-Factor Theory expresses that some elements bring about work gratification and other elements are the reason of discontent. According to Herzberg, inherent instigators and extrinsic instigators have a contrary relationship: inherent instigators tend to generate inspiration when they are prevailing, however extrinsic instigators be likely to lessen inspiration as soon as they are lacking. Intrinsic motivators incline to signify fewer noticeable, additional expressive essentials, like thought-provoking job, appreciation, relations, as well as progression capability. Extrinsic motivators tend to characterise more concrete, fundamental necessities, for example, position, work safety, income, in addition to

outlying welfares. Extrinsic motivators are predictable and so are the reason of discontent if they are not present. Intrinsic motivators, on the other hand, can offer additional inspiration and motivation. Due to this, gratification and discontentment are autonomous; one does not essentially rise accurately as the other declines. Administration is responsible with distinguishing when more work contentment is required (offering intrinsic motivators) and when not as much of work discontent is desirable (delivering extrinsic motivators).

The chief basis of this theory is that there are two group of aspects that direct worker conducts and action at place of work; these aspects are hygiene and motivator elements. He suggested that hygiene aspects are aspects like functioning circumstances, institution procedures, management, salary etc. These elements, if not in attendance generates discontent amongst workers but attendance of them do not gratifies or inspires workers. On the other hand, motivators factors as acknowledgement, growth prospects, accountability and attainment inherently stimulate somebody to accomplish with great ability (Baah & Amoako, 2018).

Herzbarg's motivational notion comprises of core work satisfied elements in addition to exterior work background features. Core aspects are recognised as work gratifiers or instigators, in addition to exterior elements are identified as dissatisfies. (Herzbarg, 2010) categorised work gratifiers, the inspiring aspects of workers, which are absolutely ascribed to stimulate workers to attain great degrees of accomplishment. Moreover, hygiene factors, or dissatisfies, sustain the fitness, well-being, as well as societal welfare of workers, as the exclusion of these elements give rise to the discontent of the workers in the institution (Draws, 2017). These consist of business procedures, social associations, operational conditions, income, also work safety (Herzberg, 2010). As a result, inspiration elements should be modified for every worker rather than for all

workers. For the reason that personnel accomplish at their uppermost stages after becoming inspired in addition to stimulated (Sadri & Bowen, 2016).

Two-Factor Theory is very much interrelated to Maslow's pyramid of necessities but it proposed more features to regulate in what way persons are driven in the place of work. This philosophy discussed that fulfilling the lower-level necessities of persons would not inspire them to employ power, but would only avert them from being discontented. In order to stimulate workers, higher-level needs must be delivered. The implementation for institutes to make use of this theory is that fulfilling workers' extrinsic factors will only avert workers from turning out to be dynamically discontented but will not inspire them to provide supplementary strength concerning enhanced execution. To stimulate workers, administrations should emphasis on providing intrinsic or motivation elements (Robbins, 2018).

Be in harmony with the setting of theory, Extrinsic Features are not as much to be a factor to workers' inspiration requirement. The existences of these elements were just to avoid any disappointment to rise in their place of work. Extrinsic Elements are also well recognized as work situation features; are extrinsic gratifications permitted by other persons for workers (Robbins, 2016). These elements function as assistance for companies in generating an encouraging functioning situation where workers consider themselves at ease functioning within. When all these exterior elements were attained, workers will be unrestricted from disagreeable exterior functioning circumstances that will drive out their approaches of displeasures, but keep themselves unbiased in neither gratified nor inspired; on the other hand, when companies fail to provide workers' Extrinsic Elements requirements, workers' work discontent will ascend.

Intrinsic Factors are the in-fact aspects that play a role to workers' level of work gratifications. It has extensively been acknowledged as work satisfaction elements which intent to deliver workers significant workings mechanism that able to inherently gratify themselves by their workings results, duties assigned understanding acquired, as well as accomplishments achieved (Islam, 2017). Intrinsic Features are very efficient in generating and sustaining more long-lasting progressive influences on workers' output in the direction of their works as these elements are human fundamental requirements for emotional and mental development. Intrinsic Elements will drive workers to put in extra attentiveness into their work. When workers are well gratified by motivational requirements, their efficiency and competence will have enhanced. Based on Herzberg's motivation theory, there are two chief groups of behavioural elements that influence motivation (Cummings, 2016). These consist of "Satisfiers", or "Motivators," and "Dissatisfiers" also recognized as "Hygiene" factors. These two groups contrast profoundly and are autonomous of one another.
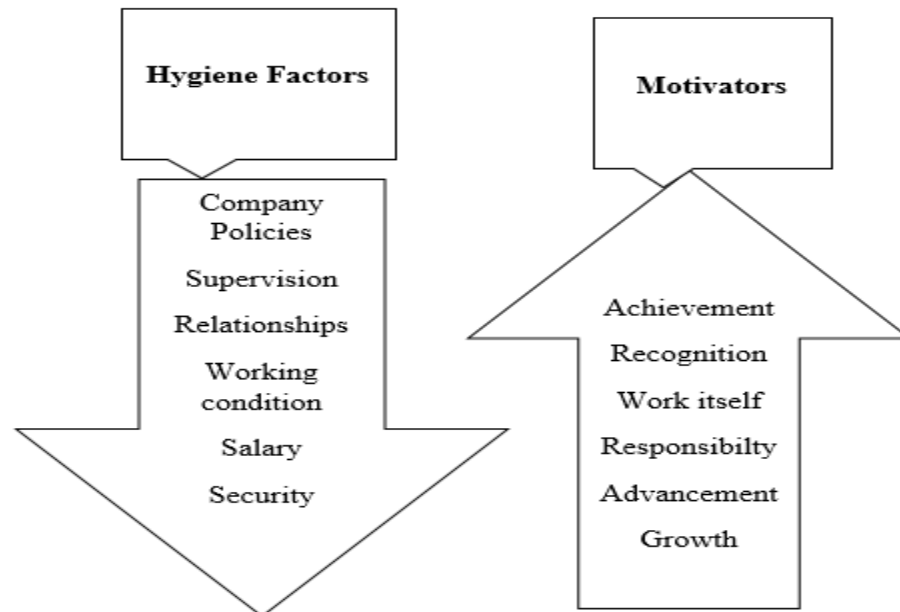
Fig 5. Two-Factor Theory of Fredrick Herzberg (2010)

In Herzberg's innovative study, he recognized Instigator elements that are defined innately by the worker. They comprise acknowledgement, accomplishment, prospect of development, progression, accountability, and the work itself. Instigators are denoted to as "work satisfaction" owing to the inherent character of what is acquired from Persuaders (Herzberg, 2010).

- **Motivator factors**

Instigator and motivators elements regulate contentment. They are inherent elements such as considering of achievement, recognition, trustworthiness, as well as individual improvement that inspire employees for a better output and accomplishment (Bradley,2016). Motivator factors fundamentally includes those basics needs absolutely mandatory for individual growth. Motivator factors encourage work gratification which in return motivate an indiviual his/her best as well as productive performance.

- **Hygiene factors**

Hygiene aspects stand institution associated. Related to the procedures as well as policy guidelines, income and work safety. Hygiene factors are regulated by the exterior elements of a worker's work. There are Hygiene elements that were recognized by Herzberg in his research study. They comprise income, relational associations—administrator, interactive relationships— assistant, interpersonal relations—colleagues, management—procedural, organizational procedure and supervision, functioning circumstances, elements in subjective lifespan, position, as well as work safety (Herzberg,2010). Discontent originates if these elements are not occurred in the place of work. It makes simpler the physical and functional necessities which the workers estimated and must be contented (Bradley, 2016).

2.15.3 ERG Theory of Motivation

Clayten Alderfer advanced *Maslow's Pyramid of Necessities* into a three-feature pattern of inspiration recognised as the ERG notion. In this concept, each letter points towards for a diverse individual requirement: survival, affiliation and development. Alderfer's philosophy states that all individuals are enthused by these three requirements. The supreme existing as well as inspiring of Alderfer's three necessities is survival, which in fact associates to substantial as well as mental and emotional existence. The subsequent stage is the necessity for empathy, a recognition of public and a worthy association with person own self. The slightest material, but still significant, of Alderfer's necessities in the ERG concept is development, which genuinely associates to progress, accomplishment as well as the feeling of attaining individual's abilities.

Alderfer's model describes that persons can be driven by manifold stages of requirement at the identical period, and that the stage which is most significant to them

can modify over time. In other words, person's significances in addition to inspirations may be flexible and can interchange amid the survival, relatedness and growth stages of necessity over time. They can transport up, and they can transfer down. Clayten Alderfer modernised the Maslow's pyramid of requirements from five degree to three degree recognised as fundamental necessities. Existence requirements comprise of physical and security requirements, relatedness needs include affection and belongingness, and growth needs contain self-regard as well as self-realization requirements. Affiliation as well as development necessities are greater-ranked requirements. The ERG concept resembles to a ravenous performer, who can take on more importance on generating fine art than on survival necessities like food or accommodation (Redmond, 2017). An individual degenerate to lower necessities to attain gratification.
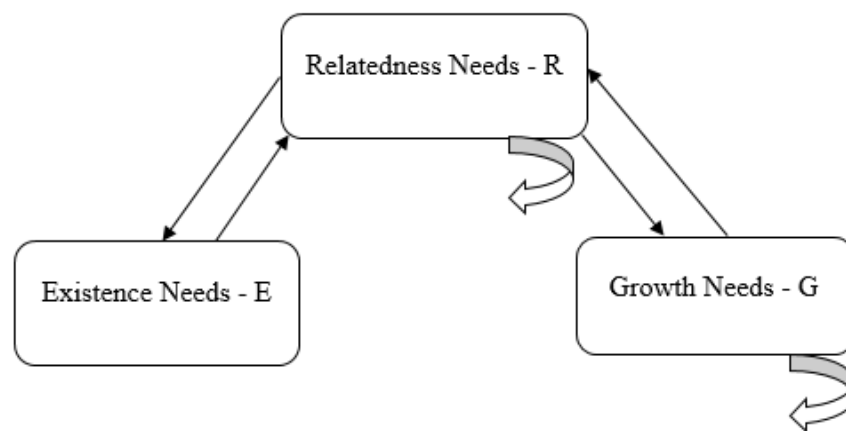
Fig 6. Alderfer ERG Theory (2017)

Alderfer recategorized Maslow's pyramid of requirements into three easier as well as comprehensive categories of requirements: Alderfer re-classified Maslow's necessities grading in to three simplified groups of necessities, as follows:

- **Existence needs (Physical as well as Well-being necessities)**

The specific necessities remain fundamental plus obligatory on the way to exist similar to foodstuff and accommodation. These comprise requirement for principal substantial requirements. In brief, it contains a person's functional and physical protection necessities.

- **Relatedness (Societal &Belonging necessities)**

These necessities consist of the ambition persons have for sustaining substantial relational relations (be it with intimate, colleagues or seniors), receiving community recognition and appreciation. Maslow's societal requirements and exterior element of reverence essentials follows in this group of requirements (Ryan, 2017). These contain the ambition persons have for sustaining momentous interactive and personal associations with family, fellows or seniors, receiving community recognition in addition to acknowledgement. Maslow's societal requirements and exterior element of reverence requirements comes under this category of necessity.

- **Growth (Self-regard and Self-identity):**

The growth essentials comprise requirement aimed at self-progress as well as individual development and innovation (Deci, 2016). Maslow's self-actualization necessities in addition to central factor related to reverence essentials comes underneath this set of necessity. These contain requirement for self-progress as well as subjective development and progression. Maslow's self-actualization requirements and central element of regard necessities comes under this classification of necessity.

Group	Target	Process
Existence	Material objects (food, water etc)	There is no guarantee that there will be sufficient for everyone
Relatedness	Significant others; can be indiviuals or groups	Satisfied through reciprocation
Growth	Ecological settings	Satisfied through indiviual differentiation and integration

Table 2.2.   ERG and its perspective targets and processes (2016)

Every single worker's requirement as well as gratification elements contrast as of the last also each one of them has more than one contentment feature as well as necessities, and that remain the vital factor for which the administrator must be conscious of. Corresponding to the ERG theory, the supervisor might not focus and ponder merely on one and only essential at one time that will not efficiently inspire the workers (Deci, 2016).

The theory is marked out from its extension of Maslow's Hierarchy of Needs as a result of hard work to additionally comprehend and magnify its consequences. ERG is commonly employed to the analysis of human inspiration and motivation in the place of work as a means for enhancing determination and also efficiency. ERG is a motivational paradigm related with comprehending the features that play a role to person human conduct and behavior. It is one of four motivation methodologies that take into consideration the inherent elements that instigate an individual to take up explicit procedures (Day, 2015). Such consideration is worthwhile to commercial learners and consultants looking for considering and develop output in the place of work. An extension of Maslow's Hierarchy of Needs, ERG may be utilised to describe

and/or forecast place of work concerns, association models, and individual improvement selections. According to (Rioux, 2019), ERG has not enthused an extreme deal of exploration, so there is not a lot of experimental statistics accessible. As a standard of human necessity, though, ERG theory has been authenticated by human understanding. The paradigm has been discoursed in logical as well as experiential analyses, and is frequently incorporated with other content methodologies to motivation.

Maslow Categories	ERG Categories
Physiological	Existence
Safety—material	
Safety—interpersonal	Relatedness
Belongingness (social)	
Esteem—interpersonal	
Esteem—self confirmed	Growth
Self-actualization	

Table 2.3. Comparison of Maslow's Hierarchy and ERG (2019)

2.15.4 Acquired-Needs Theory of David McClelland

(McClelland, 2011) recognised three necessities which workers need to be gratified also enthused in the place of work. McClelland presented his philosophy of requirements, in the 1970s, one of the preliminary Philosophies to emphasis on individual differences and job inspiration (McClelland & Wintar, 2011). McClelland's notion was grounded on (Staw ,2016) research study. The writer specified 27 principal individuality requirements and denoted to these needs as psychogenic necessities.

Centred on McClelland's philosophy of necessities, there are three kinds of requirements that contrast among persons: necessity for accomplishment, necessity for authority, and necessity for association (McClelland, 2014). Several experimental research works (McClelland, 2014) have determined that the three kinds of requirements can be utilised to illustrate the main causes why persons do occurrences. Additionally, (Dharma , 2018) specified McClelland's philosophy of necessities could be the most universally utilised context of individual inspiration

. McClelland classifies two distinct theories and conducts in the place of work of Theory X and Theory Y. Theory X undertakes that human beings have a displeasure of employment committed to him and will evade job where probable. Consequently, individuals should be in limitation and handled for hard work. Theory X also supposes that the normal human being has no duty, selects to be focussed and needs safety. Theory Y believes that humans are self-guided when they obligate to administrative objectives. It supposes that if the job is reasonable, consequences will be a dedication to the institution and in suitable circumstances, human beings will acquire to strive for duty and responsibility (Steers, 2015).

McClelland's model of necessities centres on requirements corresponding the greater-rank (societal and reverence) necessities of Maslow's pyramid. Also termed attainment motivational concept, McClelland's theory of requirements is related by means of distinctive necessities as well as ecological aspects, which syndicate to develop three major human purposes: necessity for attainment, requirement for authority as well as necessity for association. Persons who accept accountability, hunt for trials and desire to work hard to discover a clarification to difficulties and attain their eventual objectives are reflected to have a high need for attainment. This attitude

be in the lead in the direction of quicker upgrades, proficient progress in addition to accomplishment.

Fig 7.   Acquired-Needs Theory of David McClelland (2004)

- **Need for Achievement (nAch)**

The workers by way of great essential to accomplish strives as well as carry out the greatest to accomplish thought-provoking aims and purposes. Holding duties and tasks is a quality of the necessity intended for attainment individual. (McClelland, 2011) recommended persons desirous to agree and achieve challenging or demanding responsibilities are assembled with a great nAch. Individuals assembled with a great nAch are regarded by objective positioning and great principles of execution. (Turban & Keon , 2016) recommended job hunters with a great nAch have a preference of jobs or companies that offer upgradation or incentives grounded on job presentation rather than priority. In other words, a career which mainly depend on a worker's individual presentation and concern is valid to a great nAch type person. Persons who display a great nAch have definite character qualities such as candidness, thoroughness, and inventiveness (Druker, 2018). Generally, the features of persons with a great nAch are

a readiness to devote themselves comprehensively to yield liability obligation and accomplished responsibilities, particularly difficult and challenging ones.

- **Need for Affiliation (nAff)**

The individual having great necessity meant aimed at association is persons concerned with additional job focused on. The wish as well as requirements to build relations together with persons is the focal point. Winter et al. 2016) recognised individuals with a great nAff as those who wish and sustain acquaintances with others or amongst groups; they effortlessly set up positive associations with others. Additionally, persons with a great nAff are supposed to relish constant relations, open-handedly offer their time, and are gratified with their careers. Outgoing person and extrovert, individuals who have a preference of social communications, depict a greater degree of nAff as compared to introverts and quickly promise to a company when granted inner assistance (Wiesenfeld, Raghuram, & Garud, 2017). Consequently, those with a great nAff work in a best way in situations where they take an interest for and inspired.

Herzberg's motivation theory or hygiene theory undertakes that one category of elements and factors, persuaders, offers advanced level of motivation. Other additional categories of hygiene factors or maintenance factors (maintenance), can be a source of discontent by means of work. (Herzberg, 2010) observed that has been completed on an investigation and research unit, that is as complex-attitude-effect factor. The philosophy of two aspects is not devoid of deficits, and from a large number of motivational theories cannot be alienated from disapproval, criticism and recommendations that required to be delivered, however one of the disputes and challenges in comprehending and utilising Herzberg's theory is to analyse specifically which features and factors are more influential in worker working life, extrinsic

elements resilient or else intrinsic aspects. Arendit & Greenberg, 2013) describes that research studies organised to verify this philosophy exhibited diversified outcomes and conclusions. Even though certain research studies display what Herzberg called a motivator and hygiene, both have a sound and powerful impact both on gratification and job discontent.

On the other hand, Herzberg's Two-Factor theory can still be utilised to offer a very valuable structure for defining a variety of situations and conditions in which persons can discover job contentment and discontent. Motivation is a situation that influences workers who are instructed to accomplish administrative objectives, psychological approach and behaviour is a conceptual situation that boosts workers to struggle to accomplish greatest job performance. Grounded on the interpretations of numerous notions concerning motivation above, based on the finding of research study conducted by (Porter, 2011) there are three components which are significant to motivation that is: 1) effort, 2) administrative objectives, and 3) requirements. The component of exertion and effort is a degree of strength and intensity. In this case if somebody inspired in incorporating out his responsibilities he strived as firm as he may possibly, so that these great efforts delivered great performance. Consequently, in providing motivation to an individual, it is essential to take into consideration magnitude worth that can produce struggles and be focussed at attaining the motivation of the administration's aim and objectives.

- **Need for Power (nPow)**

The individual containing a necessity for authority is in an administrative rank wherever he needs to carry out commands also give directions to workers. Persons with a great nPow need to effect and direct other individual (Hasanah,2019). There are two kinds of power and authority: personalized power and social power. Persons working

out personalized power have a preference of governing careers where they can command others; they are certainly more violent and aggressive than those having societal supremacy. Societal authority is related to governance and leadership which denotes to persons who wish to direct or occupy others in objective accomplishment. Employees who take part in a job that live up to their nPow are contented and inspired. Socialisers and extroverts, whose behaviours and personalities are outward-bound (Winter et al., 2016), trusting, conservative, self-confident, and straightforward connect to a great nPow. Therefore, persons with a great nPow are attracted to jobs or managements that offer them a insight of achievement and agreement.

2.15.5 Equity Theory

As stated by (Al-Zawahreh & Al-Madi, 2018) equity theory refer to when a worker believes that his institution is an unbiased institute and in there be present a feeling of equity. When workers believe that there is an unfairness and injustice they come to be annoyed as well as discouraged. Equity takes the lead to improved accomplishment and of advanced excellence of performance and output by workers. Injustice and unfairness show the way to depleted execution and as a result, the quality of work will also be of low and poor quality. This takes the lead to the notion of administrative impartiality and fairness.

(Zubi, 2016) discusses that administrative fairness be caused by three diverse kinds of sense of fairness at place of work, they are named as: distributive fairness, procedural fairness in addition to interactional fairness. Distributive impartiality take place when the worker understands that they get the exact sum of salary as they be worthy of. Procedural fairness take place when workers believe that there is a worthy description at the back of the judgement of their salary as well as assistances. Finally, interactional fairness take place when the workers consider that their administrators

were helpful and boosting while offering them the recompense. Administrative fairness give rise to a feeling of impartiality and that inspires workers to accomplish at their greatest ability.
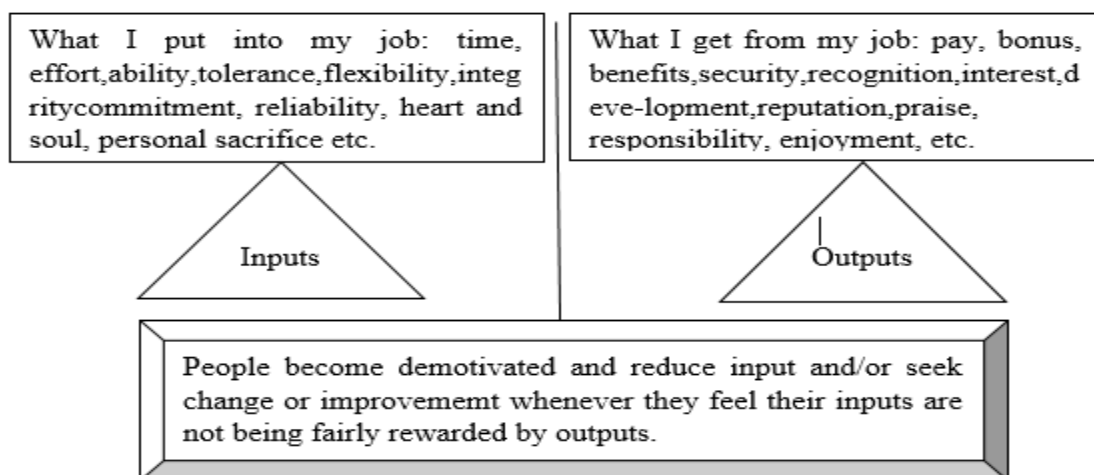
Fig 8. Equity Theory (2016)

It should be noticed that inequity does not merely happen when Individual is low paid but also when overpaid. In addition, equity will occur when Individual's and Other's contributions/results are similar; though, when dissimilar contributions/consequences are existent, inequity will be present. Equity Theory recommends that person's inspiration is centred on what he or she reflects to be just when contrasted to others (Raymond, 2019). Once employed to the place of work, Equity Theory emphases on worker's job-compensation association or "interchange association" as well as that worker's endeavour to decrease any reason of injustice that may possibly generate outcome. It is also identified as The Societal Assessments Concept or Inequality Concept (Budiyanto, 2017).

Equity concept of inspiration recognised in the initial 1970's by Stecy Adems, categorises that inspiration can be influenced because of a person's insight of just behaviour in societal connections. When contrasted to other persons, people want to

be rewarded equitably and justly for their involvements (the consequences they encounter complement their contributions). An individual's principles in respect to what is reasonable and what is not just can influence their motivation, approaches, as well as manners. Equity theory supports to clarify why extremely waged union employees go on walkout when no one other but the participants comprehend why and why wealthy competitors think that they are minimal salaried in addition to do not comprehend they earn plentiful wealth. (Redmond & Housell,2016).

2.15.6 Vrooms Expectancy Theory

In the course of the 1960's, Victor Vroom noticed a break amid the study accomplished by manufacturing psychologists as well as concrete representations of place of work inspiration that could be utilised by administrators. In Work and Motivation, he proposed the theory known as "expectancy theory of motivation." In this influential work, he refers to motivation force (MF) as a production of expectancy, instrumentality, and valence. Vroom's theory has been broadly studied, discussed and empirically verified by academicians and researchers.
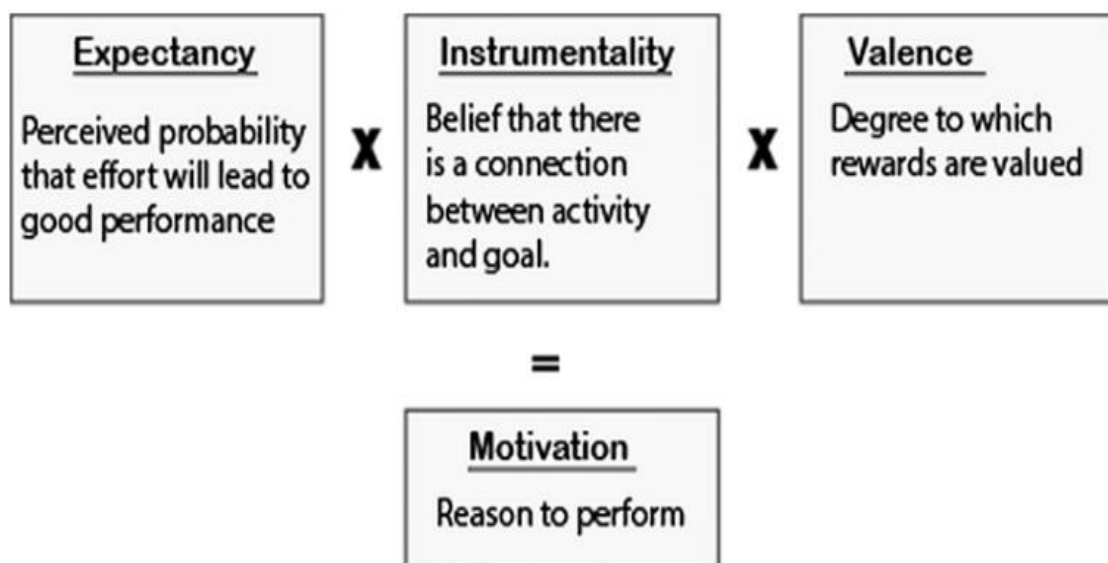
Fig 9. Vrooms Expectancy Theory (2011)

Expectancy theory was hypothesised in the course of the ideal period of motivation theories for the period of the 1970's. But the aspect that split up this theory from the other influential studies on inspiration is that this theory concentrated on the intellectual experiences that play a role or undermine from individual inspiration (Luneburg, 2015). Albeit the theory profoundly impacts contemporary philosophy on motivation, much argument be existent whether the model can rationally forecast place of work motivation in addition to conduct. In the years succeeding the Vroom's publication, numerous need theories of motivation were established which endeavoured to describe particular substantial as well as emotional powers for example food, safety, regard that initiate place of work action and conduct. These comprise Maslow's pyramid of requirements, McClelland's individual inspiration concept, Herzberg's two-element philosophy, as well as Alderfer's ERG theory (Luneburg, 2015). Vroom describes inspiration as a procedure administering selections done by people among alternative kinds of intended action. This concept is grounded on the supposition that persons have varieties, and they generate judgements centred on which option they notice will direct to the greatest particular consequence. This assumption is organised of three principles which Vroom's employs to form his notion – anticipation, instrumentality, as well as valance. According to Vroom, the motivational dynamism that determine conduct and conduct is a creation of these three variables.

- **Expectancy**

It is the employee's expectation of a specific determination on their side will take the command to a particular output and occurrence. It is the extent to which a person rely on their capabilities will direct them to objective accomplishment. Vroom illustrates expectancy as an activity-output connection, also holds values varying from 0 to 1. In short-term, person's inspiration will vacillate from 0 (no anticipation) and 1

(thorough anticipation) as it associates to whether they have faith in their hard work will attain a definite result.
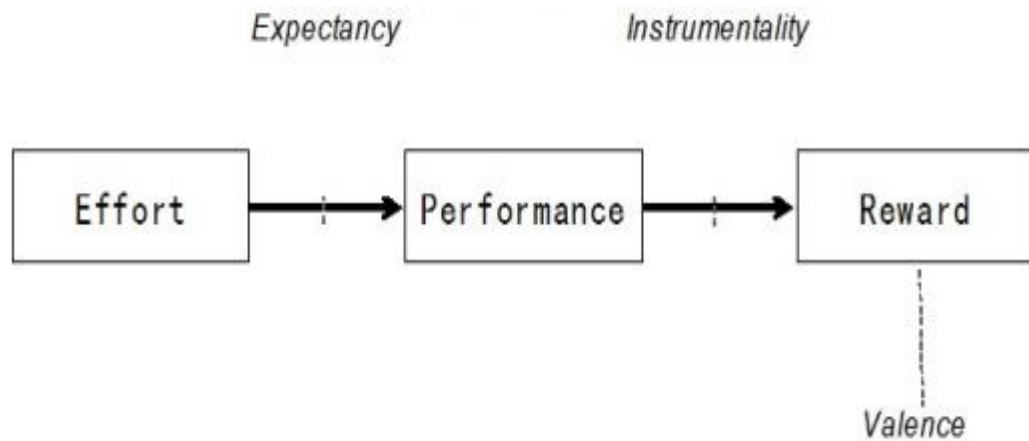
Fig 10.   Vroom expectancy illustration, Lunenburg (2011)

- **Instrumentality**

It is the observation that a specified conclusion of execution on their context will direct to them getting an expected incentive. Vroom explains this as an "outcome-outcome relationship" and also extents on a scale of 0, where there exists no anticipation of anticipated consequence transfer to 1, where a rational possibility of the distribution of recompenses is observed. It approximates the possibility that a specified intensity of attained task execution will direct to various research studies consequences (Lunenburg, 2015).

- **Valence**

It is the extent to which a person has an inclination for a definite consequence. Vroom defines valence as effectual positioning in the direction of specific conclusions. It can be constructive, where the accomplishment of the incentive is anticipated, or undesirable and where the accomplishment of the compensation is something a person desire to evade. In this way, valance can have a rank reaching from -1 to 1. Vroom

simplifies the modification amid valance and rank in that valence is the observation of expected contentment whereas the value is the definite gratification or effectiveness acknowledged subsequently accomplishing the incentive.

2.16   Comparison between Content theories of Motivation

Job satisfaction and motivation theories were established centred on the notion of work contentment and its great presence in the procedure. They can be recognised established on significance as well as objective (Topa., 2018). In this connection, persons' approaches and conduct determine the achievement or disaster of an administration centred on the complete output of workers. Institutions can accomplish effectiveness by evolving a virtuous functioning principle to achieve the objectives at great extent. For objective execution, it is obligatory to study, comprehend also make use of the philosophies appropriately for the reason that each content theory includes numerous requirements of workers in related conditions to stimulate them to drive hard in their institution (Barbuto, 2015).

Main Idea	Maslow's Hierarchy of needs Theory	Alderfer's Modified Need Hierarchy Theory	Herzberg's Two Factor Theory	McClelland's Achievement Motivation Theory
Higher-order needs	Self-actualization	Growth	Satisfier factors	Achievement
	Esteem			Power
Lower-order needs	Social	Relatedness	Hygiene factors	Affiliation
	Safety	Existence		
	Physiological			

Table 2.4.   Comparison between Content theories (2016)

2.17   Sources of Work Motivation

The majority of content philosophies are grounded on Maslow's (1954) pyramid of necessities: *physical*, *protection*, *affection*, *regard*, as well as *self-realization.* Experimental researches have normally not advocated any of the main doctrines of Maslow's needs (Aldarfar, 1969). The foremost acknowledged and utilized classification of job-based drive is the trichotomy formed and functioning by McClelland (1985). Regardless of its overall recognition and usage, the trichotomy and its procedures were extensively condemned due to its both theoretic and dimension concerns. McClelland's three necessities—supremacy, association, and accomplishment—do not consist of other significant job drives, like charge gratification in addition to devotion to doctrines and morals. Following investigation study uncovered that these overlooking features of motivation suggestion forecasting significance (Barbuto et al, 2015).

(Jiang, 2020) illustrated from current writings and suggested an integration of typology of inspiration containing five bases: inherent procedure, influential, self-notion exterior, self-notion interior, in addition to objective assumption. This procedure was functional with sub levels to evaluate the five foundations of inspiration and applied to forecast heads' manipulating conducts and leaders' transformational leadership behaviors. The metatheory was employed in a theoretical structure distinguishing followership behavior and acquiescence. The Motivation Sources Inventory well foretold mutually inspiration strategies. (Brbuto, 2015).

Fig 11. Sources Of Work Motivation (2011)

2.17.1 Intrinsic Process Motivation

The term was originated from the absolute pleasure of carrying out an assignment where the task itself performed as the remuneration as employees liked what they were accomplishing (Berbuto, 2015). This intention also has been expressed as intrinsic motivation to attain work enjoyment and intrinsic task motivation without any exterior restrictions or incentives. This purpose varies from the standard *intrinsic* or internal motivation viewed in the writings; intrinsic development motivation was stemmed from instant inner satisfaction, on the other hand standard descriptions of intrinsic motives refer to inner encounter and attainment results (Deci, 2018).

2.17.2 Instrumental Motivation

It was originated from concrete incentives. Influential inspiration incorporated (Etzone, 1961) individual as well as calculative contribution, (Bernard, 1938) exchange theory, and (Jonz & Sama, 1978) authorized obedience and outward incentives. Instrumental motivation was differentiated from the standard exterior or external motivation as this drive was stemmed from noticeable exterior compensations, while

extrinsic motivation rest on societal incentives similar to admiration and civic acknowledgement.

2.17.3 Self-Concept External Motivation

It is originated from one's wish for assertion of qualities, proficiencies, as well as standards (Lonerd et al., 2010). The perfect self was implemented from responsibility anticipations of recommended clusters. It was regarded as by looking to gratify mention work fellows, foremost is to acquire recognition, and then position. This basis of motivation was related to (Etzone, 2000) societal ethical involvement; exterior interactive drive explained by (Daci, 2018) , (Stew, 2013) and (Bernard, 2003) societal incentives, agreement to group outlooks, and Intimacy. Classic dictions of extrinsic motivation comprised societal incentives and rewards or social arguments in its context.

2.17.4 Self-Concept Internal Motivation

It was derivate from one's longing to please and strengthen his or her self-understanding and insight of behaviours, capabilities, and standards (Lonerd et al., 2010). Those inspired and driven in this particular manner fixed inner principles for qualities, proficiencies, and principles that turn out to be the foundation for the perfect self. This intention was in action in persons who are interested to involve in conducts and behaviours that strengthen these individual criterions and later attain advanced ranks of proficiency and skills. It has been explained in other research studies and functions as core drive to overcome disputes and encounters (Daci, 2018) and as individual accomplishment (Stew, 2013).

2.17.5 Goal Internalization Motivation

Goal internalization motivation was derivative from a necessity to rely on the reason or intention of the management and organization (Leonard et al., 2010). It is

diverse from the earlier four resources since it signifies the deficiency of self-centredness. On the other hand, extreme objective internalization does not certainly signify that a person come to an agreement with an administration's objective. Goal internalization explained the virtual significance of the reason or objective, but not the level to which importance resemblance be present.

2.18 Factors Affecting Motivation

As stated by (Akmal, 2019) no worker functions for free of cost, nor they should. Personnel wish for necessary rewards and managers should want that their workers consider that they are receiving what they be worthy of. As indicated by (Nosheena, 2018) money is the most noteworthy instigator and other motivators do not even come close to how money can stimulate workers behavior. It has the authority to fascinate, inspire as well as keep hold of employees in the direction of higher levels of execution, (Akmal, 2019). (Margaretha, 2019) recommended that incentive initiates work gratification among workers which absolutely take the lead to high level of functioning. According to (Ahmad , 2016) worker welfares can consist of anything like, paid time-off, performance additional benefit, money and entertaining incentives. Added enticements stimulate workers to put more strength because of the additional expenditures other than their consistent payments.

Management approach is also a significant feature in persuading workers in the direction of necessary behavior. A person in charge must achieve his supporter's confidence so that they have faith on him and his leadership on the way to accomplishment of administrative objectives. As specified by (Teck-Hong, 2019) a director and his supporters can simultaneously get hold of an advanced degree of execution in addition to inspiration. (Cotton , 2019) also declared that authorisation can also play a momentous part in inspiring workers. Authorization provides workers a

perception of self-importance as well as sovereignty and as a result generates a win circumstance for both the workers and the manager.

Authorisation can improve human capabilities and can take the lead to constant enhancement in addition to organization at place of work. Workers comprehend a sense of belongingness and as a consequence they employ their inventiveness and other competencies to execute to outshine, (Yazdani., 2017). (Hassan. , 2019) indicated that for an organization to accomplish productively, belief is significant. Faith is well-defined as a mental and emotional condition that occurs when you come to an agreement to make yourself exposed to another for the reason that you have a constructive anticipation for how things are going to happen (Robbins and Judge, 2018). Belief works as a motivator which impacts progressive influence on intrapersonal and interpersonal association both internal as well as exterior of the organization. As stated by (Christopherson , 2017) consideration and have faith in the conceptions of motivation is very imperative for organizational heads for the reason that a number of studies have recognized that great degree of motivation take the lead to high level of execution. Motivation supports to encourage performance in a number of ways such as it supports in worker behavior administration, meet organizational objectives, produce additional work gratification, increases worker productivity, benefits both supervisors as well as workers to encounter their individual objectives, raise their morale group coordination and guarantees organizational citizenship behavior by alleviating the employees.

2.19 Work Motivation in Education

Teachers are answerable for constituting an effectual tutorial room environment in order for efficient exchange of ideas to take place. It is obligatory for all the workers in the institute do more than their responsibilities readily in order to rise the impression

zone of institutes (Tarzi & Kert, 2019). The foremost component of measures for the learning of human beings is the educator. It is well-defined that nurturing competent individuals is merely achievable with the help of educators with great potentials. Each educator who has taken a vow obligating himself/herself to the standards of instruction should be a righteous as well as thorough director in the social order as a human being and as an educator (Gunjer, 2016). The inspiration of educators influences their functioning competently and enthusiastically. The features that stimulate educators and lessen their motivation should be given consideration, and educators must be granted with the prospects to do work in a joyful, peaceable and zealous manner in their instruction situations by considering these aspects into credit. The responsibility of uplifting the work motivation of educators to the topmost point mostly fall over to the heads of institutions (Azar & Kocabas, 2019).

Work motivation is relatively a significant notion for educational institutions. Education thoroughly relate to the teacher's development courses at each stage and not only the area of instructional organization. Work motivation, which emerges very recurrently in latest years in our educational domain, has been surveyed erratically in numerous research work carried out in the instructional writings worldwide to date (Menfield, Wosnetz & Baltmen, 2017). The work motivation of educators is such a acclaimed fact since it relates to educators themselves, learners, other co-workers as well as administrators thoroughly.

It is essential to escalate the levels of work motivation of teachers. Work motivation is the vital element for an efficacious teaching learning process. A motivated teacher believes complications as prospects for progress. Work motivation is centred on accomplishing the requirements (Hanks, 2017). The point that school principals try to resolve their difficulties by keeping an eye on the necessities of teachers in

institutions will upsurge the excellence of teaching, and as a result the teaching learning process will be success. According to a research study organised in a foreign country, specifically newly appointed teachers who are fresh in the career of teaching are not contented with their earnings. According to the researcher (Keron, 2019), salary motivations should be considered as a means for strengthening the work motivation level of educators. If the crude matter of educational organizations is human, educators may bring about complications in learners when they are not completely driven. Work motivation is amongst the most significant aspects that will have an emotional impact on the output and result output of educators (Yeuz & Kredeniz, 2018). Job gratification in addition to work motivation are very essential for the improvement of educational process.

The work motivation of the educators influences nearly any element associated to the teacher in the educational structure. It is acknowledged that the motivation stages of educators are lesser than those in other line of work. The number of research studies on which motivations are noticed imperative by educators is relatively little (Cemaloglu, 2017). It is identified that work-related motivation is related with numerous features that have an effect on the functioning life. In view of the unconstructiveness of providing the equivalent incentive to individuals who perform their work well in the institutions and others displays the prominence of work motivation (Goley & Ozdaer, 2017). The extra industrious educators are, the more enthused they are (Ayden & Tos, 2015). Administrators of educational institutions should make sure that the resources are utilised in the most effective as well as effectual manner with motivation.

Work motivation is of fundamental position for person and organizational output and performance, and even skilful as well as knowledgeable workforce will not

display an effectual result if they are not enthused. Educators outlined the elements that are obligatory to upsurge the work motivation level of educators as mentioned: monetary, inducement/upgradation, time organization, incentive/gratitude, appropriate workshop, manifold responsibilities, non-existence of power and inner motivation were well-defined as the foremost work motivation-reducing components. Monetary incentives, gratefulness of the head of institution and institute supervisor, credential for distinctive services, worthy functioning setting, offering guarantee and assistance by containing in policymaking procedures were put forward as the utmost prime refining explanations (Shker, Qamer & Hasen, 2016). The work motivation structure established for the output and output of educators at primary educational institution contains of six sub-structures, these are work-cantered motivation, incentive-centred motivation, worthy interaction, instituting organizational associations, functioning setting and the appropriateness of the operational situation (Pasetheng, Tispeta & Staphong, 2016). Work motivation is the instigation of the central vigour of persons to direct them in the direction of particular purposes (Dorin, 2015).

Institute supervisors must make usage of the instruments of motivation to attain the essential degree of achievement. An effectual, communicating, well-organized and competent institutional setting is generated in this manner. At the present time, educators required to construct constructive connections with parents of their learners. As the conducts of educators are persistently condemned when safe and sound interaction cannot be recognised amongst parents and educators, the sense of relatedness and relatedness of educators can be deleteriously influenced, and thoughtful anxiety may take place. This rises the degree of nervousness in educators. It directs to the impression of not executing anything worthy in the educator. As a result, the necessity to safeguard themselves take place in educators (Skelvek & Remond, 2017).

The reality that the educator does not efficiently interconnect with parents of their learners and leaving him/her in a condition of continuous self-protection may have an effect on his/her work motivation adversely. It is evident that achievement in educational process is merely achievable with educators who have faith in their profession, who are mindful, unrestricted from apprehensions about any type of inventiveness, in conclusion, educators with great state of mind (Demirci, 2018).

Research studies indicate that enhancement in teacher's work motivation has advantages for learners and for the educators; though it is probable that great degrees of educator's societal collaboration on the work are connected to great work motivation levels; as a result, the probability that enriched degree of teacher's work motivation will take the lead to greater learner attainment cannot be terminated. Rothman (2018) recommends that this relationship occurs for the reason that educators' function as more than just teachers; they are examples as well as role models. In the same way, the positions and frameworks of educational work motivational techniques and devices cannot be under highlighted as high level of work motivation heightens efficiency which is certainly in the well-being of all instructive structures (Ololube,2019).

In order to encourage a person to progress, it is obligatory to evaluate the existing motivational degree, to comprehend the grounds for that intensity and to recognise an approach planned to assist the specialised development. Motives are the judgments and approaches that set off an individual to perform and to respond in specified manner. When educators have stronger faith in their competencies to accomplish an anticipated outcome, they are extra involved in specialised learning accomplishments (Thoonen, 2019). Research study on work motivational theory is plentiful in the dominion of academic world. Brown & Hughes (2018) make known to the significance of work motivational theory by declaring motivation forms not only

our individual selections, but also our skilled and professional behaviors. Inherently motivated persons engross in actions and behaviors out of gratification, or from a intuit of superiority and achievement, whereas extrinsic motivation is a consequence of a preferred incentive and the behavior displayed to obtain the incentive (Brown & Hughes, 2018).

As a final point, Baron (2016) emphasised the all-encompassing importance of work motivational theory by proclaiming work motivation as one of the most essential apprehensions of contemporary organizational exploration study. (Whitaker, 2018) has described that educators required to be appreciated and to consider esteemed as specialists. If educators feel a gist of reverence, the intensity of loyalty and devotion to their learners and institution rises. (Fox , 2016) calculated degree of teacher work motivation and discovered a number of elements that were noteworthy in respect to how they influenced the educators. He expounded that educators must consider a sense of possession as well as contribution in the policymaking procedure for the institute. Pink (2018) also illustrated self-sufficiency as a substantial feature in generating a more industrious in addition to strengthened group in the place of work. Grounded on Maslow's theory, (Trusty & Sergiovanni, 2017) research study of teacher's work motivation employed Porter's Needs Satisfaction Questionnaire. They come across the non-appearance of independence, regard and individual development and fulfilment to be most widespread amongst educators. They also linked the variances concerning genders in association to teacher's work motivation and discovered that teaching profession delivered more prerequisite fulfilment for women as compared to men. They also recommended the need for progression for male go beyond than that of female.

2.20 Related Studies and Association Between Organizational Citizenship Behavior and Work Motivation

A person's motivation was considerably connected to his or her organizational citizenship behaviours. (Ibrahim, 2018) noticed substantial associations by means of statistics amid work inspiration and organizational citizenship behavior. (Rioux, 2016) described statistically meaningful relations between motivation and OCB. On the other hand, the sound relationships stated already cited research works might have been exposed to mutual technique difference owing to single-source partiality, that may have magnified the associations. Further investigation studies too described noteworthy relations between bases of enthusiasm motivation and leaders' organizational citizenship behaviour. These research analyses stated substantial associations among work motivation and organizational citizenship behaviours and supporter obedience. The degree of these research reports vacillated from 3% to 12% of described difference. (Rush, 2017) described that heads depend on their observations of supporters' motivation to scale workers' organizational citizenship behaviours. In consequence, the situation is estimated that worker's inspiration will have a substantial association with their OCBs. Varied investigators have discovered that when the workers are involved, subsequently they ultimately recompensed, due to this incentive reflected as one of the chief elements of motivation, so workers once engrossed in work they anticipated upcoming incentive, that expected to stimulates or encourage them to displays OCB (Organ & Podsakoff, 2006)

Several researchers thought OCB to be organised of theoretically discrete behaviour extents and dimensions. Though, a meta-analysis stated that the OCBs intellectualised by (Organ, 2001) were exceedingly connected to various elements of all aspects and there was no obvious difference in relations with the greatest widespread

group of backgrounds of OCB (Johnson, 2018). In addition, proposed suggestions by (LePine, 2016) stated that the record of OCB will be the collective record of the behaviour accomplishments calculated. Persons great in intrinsic procedure motivation take part in actions they relish and that also generate enjoyable functioning situations. On the exterior, employees looking for pleasant job circumstances are more probable to support others and generate a facilitating job environment. On the other hand, this reason closely assumes that employees driven by central procedure to discover organizational citizenship behaviours pleasurable. No research study or theoretical demonstration of OCB directs to a predictable association between intrinsic procedure motivation and OCB. Persons great in influential motivation are probable to be concerned to take part in officially compensated happenings. They normally accomplish responsibilities and give a demonstration of conducts to achieve concrete incentives such as salary escalations, upgradation, and other additional assistances (Barbuto & Scholl, 2016). Subsequently organizational citizenship behaviours are not officially compensated, this could be predictable that influential inspiration would have a deleterious association by organizational citizenship behaviours.

Though research findings of (Organ, 2006) discoursed the intensity to which incentives stimulate OCB and recommended that employees make usage of secondary and casual philosophies regarding upcoming incentives in their judgements to execute in specified OCB setting. OCB could be reflected in higher perspectives, for instance coming elevations, output and performance assessments or other conclusions in which compensations are made. Other investigators (Desi, Kestnr & Rian, 2019) testified in their analysis of the influences of exterior remunerations on core motivation, that noticeable compensations weaken core motivation out of unrestricted selection. (Brbuto, 2015) discovered a trivial positive association amid motivation and OCB.

For self-notion external drive, (Brbuto & Schhol, 2015) retrieved correspondences with McClelland's (2010) necessity for relationship. (Teng & Ibrahem ,2018) discovered connection between OCB and their need for association. (Brbuto, 2015) established a noteworthy association. It is probable that OCB and self-notion exterior drive would have a positive association, for the reason that this drive have need of some component of societal incentive or acknowledgement for worker's determinations and OCB is properly compensated by administrations. As drive is related with constructive opinion and recognition from others, facilitating others may be acknowledged from this motivation. OCB's may be self-centred conducts owing to their progressive ascriptions in addition to societal incentives that are generated from OCB (Boleno, Turnlay & Niehof , 2017). But no research works have confirmed the societal acknowledgement for those involving in OCBs so far. The anticipation for a connexion amid self-realization exterior drive as well as OCB is affirmative. Individuals who are self-idealized enthused absolutely retain themselves to a great criterion of output as well as performance and accomplish actions that need their exceptional expertise. For these individuals it is than more likely to stay on events and actions on the workplace that benefit others fellows or go further than the acceptable positions. Conscientiousness is regarded as the finest forecaster of OCB in the Big Five Character extents (Orgen, 1994) and people are than believed to be trustworthy, self-disciplined and steadfast and these are the features that individuals are to be expected to have if they attain good score for inner work drive. The five kinds of OCB determined a considerably an affirmative association with worth for accomplishment in (Noman & Kickh, 2016) investigation and (Teng & Ibrihem, 2018) attainment motivation. Consequently, an optimistic association is anticipated amongst inner work motivation and OCB.

Most research works based on work motivation have concentrated on managerial conducts, so utilising it to foresee worker conduct is an essential development. (Brbuto, 2015) employed the classification in an initial investigation of OCB, but conclusions were inadequate owing to sample size and psychometric concerns. The moderate findings described demanded repetition with a greater sample size and a renewed work motivation degree. (Teng & Ibrahem, 2016) studied the association amid inherent and extrinsic originators of OCB for 155 American and 378 Middle Eastern employees and described that self-esteem based on organisation, necessity for attainment, and core and exterior work gratification were connected to OCB unselfishness. Though, since motivation was inspected by means of an "à la carte" method, outcomes and results were challenging to explain mutually. An appropriate logic-centred motivation philosophy desires to be verified with OCB applying intense psychometric and plan material and goods.

Pener and associates (Finkelstein & Pener, 2018; Rioux & Pener, 2016) found three drives for OCB. Organizational related drives were associated to a person's wish to benefit the administration that originates from superiority and institutional credentials. Prosocial standards drives were linked to a person's need to support colleagues and be acknowledged on a social basis. Impression management motives were linked to a personage's wish to be Recognised as cooperative to obtain or keep some incentives. Organizational concern and prosocial values motives interrelated with OCB while impression management motives exhibited contradictory findings. Even though their research study advanced the field further and produced innovative exchange of ideas, the intentions employed did not fit in recognized content theories of work motivation. Motivation in an organizational setting that described by (Hasibuan , 2016) as an ability in guiding the workers and organization to work out efficaciously,

so as to attain the wish of the workers as well as the accomplishment of organizational objectives. In this aspect, it gives the impression that the task of head is to give the assistants a reinforcement to perform job productively in addition to employing effectual motivational procedures as Pole (2016) states that motivation is be connected with individual drive focused in the direction of the attainment of a specific objective.

(Hoy & Miskel, 2015) describe the motivation as the multifaceted of powers, energies, strains, or inner, psychological procedures that commence and retain performance in the direction of the accomplishment of particular objectives. Consequently, the expression of motivation is frequently employed interchangeably with the word of motive is the necessity, reinforcement, and gesture of the core. (Hoy & Miskel, 2015) indicated that the motivation of the educator's job is the readiness of the educator to perform his responsibilities. (Wiles2017) explained that the high and low degree of inspiration of teachers considerably effect the execution in performing their works. In a number of motivational theories, it is stressed that the motivation begins from unmet necessities, as well as causing the pressures that initiate an individual to act.

It is believed that an educator who accomplish a few actions is constantly motivated by some drives, that's in a struggle to encounter his necessities. Fundamentally, an educator is also a human being, if they are employing the Maslow's hierarchy of needs theory, so all educators have a necessity such as physical, sense of safety, self-respect, as well as self-actualization. The requirements that are important to raise the spirits of the teachers to do an effort or whatever the educator needs through his job. (Wiles, 2017) classifies eight educator necessities, that are (1) safety and civilized existing, (2) pleasurable functioning circumstances, (3) sense of be appropriate, (4) unbiased and judicious conduct, (5) a sense of capability, (6)

acknowledgement and reverence, (7) participating in the construction of institute procedure, and (8) the chance to advance sense of worth (Wahyuningdyah, 2018). Centred on the theory of motivation as defined above there are several doctrines that employed by the headmaster into inspiring the educators to be enthusiastic and capable to develop their output in order to show accomplishments or acceptable outcomes.

Consequently, according to (Mulyasa, 2017) ,in order to motivate the workers, the brand should be informed about the consequences of every work for those who attain their struggles given the reward or commendation (Mulyasa, 2017). In addition, the managers also attempt to meet the requirements of the employees by taking a consideration with the physical situation, providing a sense of safety, displaying that the heads pay consideration to them, establishing the understanding so the educators will obtain gratification as well as gratitude. According to (Mitchell, 2018), there are some performance standards in the performance area: (1) excellence of work, (2) exactness, (3) inventiveness, (4) aptitude, and (5) interaction (Wahyuningdyah, 2018). Motivation is also a convention that possessed by each person for instance: (a) hard work traditions, (b) custom of work to accomplishment, (c) virtuous work traditions, (d) work customs on time. The motivation of work is either from the educator themselves (intrinsic) such as work attainment, try to progress the work and accountable for the responsibilities that initiated, in addition, it's also the influencing elements from external (extrinsic) such as fellow relations, bosses as well as assistant processes that help each other, chances, domestic surroundings, salary, status, and functioning.

(Brbuto, 2015) studied a content-centred motivation theory and bring into being a number of noteworthy associations between workers' definite bases of motivation and their usage of OCBs. They asked for additional investigation studies suggesting a considerable sample size and potent psychometrics. (Bckar & Heir, 2007) examined

an association amid Machiavellianism and OCB. Machiavellianism was well-described as a disposition in the direction of controlling conduct and behaviour. Findings and results described a negative association between Machiavellianism and OCB as well as administrative apprehension and prosocial standards drives, and an enlightened association amid Machiavellianism in addition to impression managing drives.

(Organ, 2013) debated that employees employ secondary and casual philosophies about upcoming incentives in their judgements to accomplish in particular organizational citizenship behaviors. Workers with intense motivation amalgamated with interceding elements execute more OCB. For instance, worker with powerful motivation level joined with great level of organizational commitment (facilitating elements) will execute more OCB and play a part to the organization's achievement (Ibrahim & Aslinda, 2018). As a result, interceding features such as Work Gratification, Work contribution, Mental and emotional Authorisation, Supposed Organizational Sustenance, Worker Commitment, Organizational Fairness (Equity Theory) and Incentive corresponding with subjective objectives (Expectancy theory) joined with intrinsic and extrinsic motivation (Herzberg's Two Factor theory) bring about high level of Organizational Citizenship Behavior (OCB).

The overhead debate illustrates that there occurs a sound association between work motivation and OCB. Workers can be inspired through both extrinsic and intrinsic motivating aspects. On the other hand, if the organization needs the enthused workers to take part in OCB, then they also have to make sure the existence on the interceding elements. Encouraged workers will not inevitably involve in OCB unless the organization make sure the existence of the facilitating aspects. The administrators can expand their examination on the elements that influences workers to upsurge OCB. It has been recommended by (Stal & Lnsbury, 2019) that even if a worker has great OCB,

he can still leave the organization for the reason that the work is no longer fascinating for him. It is suggested that the administrators keep on inserting more test to the work, bring up to date the work organisation and exercise workers for obtaining innovative expertise set.

According to (Ldferd Jr. Grget & Feng, 2018) administrators must propose a broad set of both extrinsic and intrinsic motivators in order to stimulate their workers which will direct to worker OCB. The researchers described that extrinsic motivators stimulate workers when the work proposal no longer motivates them naturally. On the other hand, the outlook is disputed when (Btisteli, 2017) specified that workers who are driven by extrinsic elements have sounder and effectual, normative as well as persistence assurance and they play a role more to OCB in the kind of altruism, courtesy, sportsmanship, conscientiousness, civic virtue than does intrinsic factors. Extrinsic motivators influencing to OCB is not very astonishing since these days a lot of organizations are boosting the extrinsic assistances of the workers in order to fascinate and maintain the best capacity in the employment place. Economical, gifted and self-motivated workers are well thought-out as one of the supreme significant foundations of viable benefit. This opinion is defended by (Garhrt & Feng, 2016) as they determined that a considerably great figure of contemporary administrations is nowadays proposing additional extrinsic motivation than intrinsic. They also recommended that individuals who are inclined more by extrinsic motivators will be less likely to be inspired by intrinsic work features. Consequently, directing to the wrapping up that extrinsic motivation will unswervingly play a part to organizational loyalty to OCB.

The influential researches and description of OCB recognised by (Smith, 2016) correspondingly verified that individuals who are enthused by extrinsic incentives will

execute further than anticipation pointing to their dedication to OCB (Brbuto & Schol, 2015). As recommended by Barbuto and Story (2018) administrators should cautiously create the work tasks and recompense package for the reason that their conclusions recommend that character, inspiration and approaches have very diminutive influence on workers' devotion to OCB. Workers are more dedicated to OCB when they have a prescribed incentive procedure. Many scholars and researchers thought OCB to be organised of theoretically distinctive developmental and behavioural extents. On the other hand, a meta-enquiry stated that the OCBs theorised by (Organ, 2013) were extremely linked to one another and that there was no obvious difference in associations with the most widespread group of originators of OCB (LePine, Eraz, & Jonsen, 2016). Furthermore, (LPine et al, 2016) recommended that the result of OCB would be the collective result of the developmental accomplishments calculated. Persons having high level in *core enthusiasm* take part in events they relish and that also generate pleasing functioning atmospheres. On the apparent, employees in search of pleasing work situations are more expected to support other fellows and generate a facilitating working environment.

On the other hand, this reasoning intently supposes that employees encouraged by intrinsic procedure consider organizational citizenship behaviors "entertaining." No research study or theoretical illustration of OCB take the lead to an estimated association between OCB and intrinsic process motivation. Persons having high *instrumental motivation* are expected to be tempted to take part in officially compensated events. They normally accomplish duties and explain actions and behaviors to acquire physical incentives and rewards such as increase in pay, upgradation, and other additional advantages (Barbuto & Scholl, 2017). Meanwhile organizational citizenship behaviors are not properly compensated and remunerated, it

can be estimated that influential inspiration will have an adverse and deleterious association with OCB. Yet, (Organ, 2013) and others have argued the level to which incentives and remunerates encourage OCB functioning. Investigation studies has recommended that workers employ even roundabout ways and casual philosophies related to prospect incentives and compensations in their judgements to take part in some OCB. Therefore, OCBs may possibly be thought in greater situations, such as performance evaluations, upcoming promotions, or other situations in which incentive choices are formulated. On the other hand, (Deci, Koestner & Ryan, 2017) organised a meta-analysis to investigative the consequences of extrinsic rewards on intrinsic motivation. They stated that physical incentives and rewards considerably weakened free-choice intrinsic motivation. (Torlak & Koc , 2018) described that money-oriented approach is associated negatively to OCB. Additionally, (Barbuto, 2016) discovered a minor negative association between instrumental motivation and OCB.

(Dyne & Stamper, 2017) discovered the consequence of workers' work motivation on their OCB and the controlling outcome of a person's favouritism and preference for work motivation and organizational beliefs. A total of 257 workers contributed in the research study. OCB was constituted of the two extents and dimensions: facilitating actions and expression. Five scales of facilitating actions were adapted from (Podsakoff, 2013) and eight scales of expression were stemmed by (Dyne, 2017). Additionally, concerning the organizational culture, the writers and researchers observed workers supposed prescribed administrative philosophy. The conclusions displayed that workers' work motivation only considerably and absolutely interrelated with one type of OCB—facilitating actions but had no impact on the type of expression. Workers' inclination for work motivation had a reasonable result on the association

between work motivation and OCB— facilitating actions and expression correspondingly.

Additionally, the communication between work motivation and administrative culture affected mutually both kinds of OCB—facilitating actions and expression. Workers who leave the location of duty for longer period of time although they have been assigned duty and responsibilities for maintaining important tasks of the organization and managing positions. (Wanto, 2018). This has given rise to repeated complaints of delayed work tasks and reports by some fragments and also reduced effective effort. Additional difficulty that is even now frequently bring into being is that there are also workers who do not come in working position for aims that are not obvious devoid of narrating to the manager or to the office, departure from the work with a private objective in the course of functioning hours of the office, although the manager is in office or working place.

Elements that influence worker job performance are work motivation. Motivation is the authority and power, both from inside and from external that inspires an individual to attain particular objectives and targets that have been fixed in advance. Motivation is one of the positions that ought to be sustained out by the boss concerning his assistants and juniors. Managers inspire workers to deliver work performance that is resolute, help, support, and guide workers in finalizing their job tasks and work, a manager must have the accurate approach to inspire workers to attain great workplace and job performance.

(Herzberg, 2010) since it gives emphasis to central motivation to progress worker level of motivation and extrinsic motivation can instigate worker job gratification so that it has an influence on worker conduct and job performance.

Organizational Citizenship Behavior (OCB) is to some degree that has a optimistic and positive influence on the functioning of the administration**.** OCB play a vital role in progressing worker output cultivating job performance and boosting the administration's capability to modify efficiently**. (**Podsakoff**,** 2006) for the reason that of the great impact on worker job performance in administrations, it is very significant to recognize the variables that can develop and improve Organizational Citizenship Behavior (Podsakoff, 2009)**.**

Education is one of the serious components in the progress of the nation (Aroksemy, 2018). Education amongst persons is a process to professional duration and societal flexibility, while from the administration's viewpoint, it is a fundamental stage in the nation's financial expansion. The administration has confidence in that the growth is thoroughly associated to the awareness developed from education. The fundamental employees in the institution of higher education themselves, are lecturers (Aroksemy, 2018). In fact, currently, instruction is a thought-provoking occupation. The desires and self-determinations in the educational life of teachers, though, have considerably contracted owing to too many elements prevailing in educational institution. Furthermore, these stresses have directed the educators to reconsider their enthusiasm, OCB and functioning (Chrestophrsan, 2015).

Though the widespread evaluation of theoretic as well as experiential writings has extensively examined the overhead described matters independently (Eyel & Ruth, 2017; Rones, 2015; Baloglovsky & Somach, 2018; Forastar, 2015; Lem et al., 2018; Weng & Zheg, 2016), there still persist a small number of disparities in some connected matters and non-existence of experimental descriptions. In researches on enthusiasm for instruction, it is widespread to differentiate amid intrinsic and extrinsic reasons for selecting the career (Ronas, 2016; Eyel & Ruth., 2017). Intrinsically inspired educators

are concentrated on the endeavour that is considerably connected to their inherent gratification or contentment. In the meantime, incentives as well as welfares are the motivated powers for the educators who are inherently inspired. (Brokhert & Framen ,2016) studied an American investigation report that required to regulate the features of arriving educational contestants, and they established results that the causes for selecting education were associated to intrinsic foundations of motivation. For example, research works in Malaysia point toward the fact that individual accomplishment, the need to do effort with scholars and to show alteration in their life and the prospect to get understanding of a significant commitment with the topic of their wish are intrinsic motivational features.

Though, extrinsic motivation was established to be noteworthy to workers. The public sector is more probable to involve in extrinsic motivation relatively than intrinsic motivation and this extrinsic motivation was connected to improved organizational consequences, although overstressing on the usage of extrinsic motivation could direct to destructive results. Extrinsically motivated connecter may apply slight energy to accomplish an assignment and may discontinue an endeavour when support stops and it results in diminutions of the functioning (Chang & Yah, 2016). In conclusion, it is difficult to conclude which motivational features effect the strength and excellence of the invention of imperceptible firm-specific pool properties, particularly implicit understanding. Consequently, it could be a thoughtful restriction, ever since it is not only the initiation of the peculiarity, but also the interaction amid intrinsic motivation and extrinsic motivation and also with other features. In order to keep the teachers in the teaching career, it is significant to develop an improved consideration of what teachers really think about their enthusiasm. As a result, recognising which type of

enthusiasm, teacher is expected to involve with in order to expand their execution is important.

Research study conducted by (Hasanah & Suriansyah , 2019) indicated a very close relationship between work motivation and OCB. Results of the study point out that the higher the work motivation with OCB tends to increase and there is a substantial association concerning work motivation and OCB. according to Herzberg, teacher motivation to work as an educator to teaching profession in agreement with the requirements of his career, the occurrence of reinforcement to continue work (Hasibuan, 2018). Because of work motivation makes educators to upsurge their capability so that they are well competent to generate in order to progress further than OCB's functioning. This is advocated by the view of (Hamalik, 2016) which describes that the work motivation role is: (a) Inspiring individuals to act out, so as a vehicle or a motor that emits power.

Motivation in this case is the powerful drive of every single action that will be executed. (b) Settle on the course of activity that is in the direction of the objective to be accomplished. As a result, motivation can offer direction and actions that must be completed in harmony with the devising of the purposes. (c) Choosing activities, that is defining activities that must be finished in co-ordination to attain the objective, by putting sideways activities that are not favourable for that function. Established on the outlook of (Marie, 2016), the involvement of work motivation with OCB educators of Muhammadiyah occupational school in Banjarmasin, more influentially derives from inside of an individual: (a) Capability to perform work, (b) Self-esteem or determination, (c) An impression of intimacy in life time in clusters, and (d) Employee attainment as well as output. This research study describes OCB is broadly understood as an element that play a part to the effort of the institute as an aggregate. (Chirarak,

2018) in his research work elucidates OCB has an association with emotive intellect, that OCB as a device for accomplishment in the educator's job, when work functioning output come to be a purpose, organizational citizenship behavior occurs, for the reason that the conduct and behavior is believed to be indispensable for the achievement of the mission. Motivation inspires an individual to observe jobs that are established more systematically, therefore establishing OCB.

(Ahmed, 2017) describes the impact and contribution of OCB to the excellence of facility in private teaching institutes in Surabaya that the problematic is the element that boosts teachers to work with an emphasis on three features, specifically ethical, assurance and motivation as exogenous variables that play a role to OCB as endogenous variables. Merging all these variables is an amalgamation of numerous systematic specialities in the discipline of human resources, advertising in addition to developmental logical variables, that is ethical. In broad-spectrum, the standard of facilities delivered by instructional workforce. Centred on the views of a number of philosophies and specialists, it strengthens the outcomes of various studies that there is an involvement to work motivation with OCB to educators. It signifies that the greater the input of educator's work motivation, the higher teacher OCB. In the progress of recent periods, several features of fineness are required by each organization to accomplish its objectives. An organization or institution certainly wants a durable core capability in addition to power to confront the entire trials, complications as well as variations that be existent. According to (Aldag & Reschke, 2017), OCB is the input of persons in surpassing the requirement of positions in the place of work. This OCB includes numerous conducts and behaviors comprising co-operative behavior for other persons, offering for additional responsibilities, observing the guidelines and processes

in the place of work. This manner demonstrates the additional worth of workers which is a prosocial one, specifically optimistic, productive and significant societal attitude.

The influential research work and description of OCB formed by (Baron, 2016) also verified that individuals who are inspired by extrinsic incentives will accomplish further than anticipation directing to their devotion to OCB. As suggested by (Barbuto & Story, 2017) administrators should wisely devise the work and recompense package for the reason that their conclusions propose that character, inspiration as well as approaches have very slight influence on workers' dedication to OCB. Workers are more devoted to OCB when they have a prescribed incentive procedure.

Investigation analysis carried out by (Islam, 2018) directed that there is progressive association among work motivation and OCB of workers. (Chirarak , 2019) described in his exploration study that there is no substantial variance between educators from both public and private institutes in OCB. The justification for this may be outlined for the reason that of the citizenship behavior is identical in public and private school educators. In this contrast, public school educators had considerable enhanced OCB as compared to private institute educators. public institute educators had substantially improved work motivation than private institute educators.

(Barbuto, 2018) Findings of the study established that persons' resources of work motivation were associated to their usage of organizational citizenship behaviors. Specially, self-concept inner work motivation was most related with persons' exhibition of organizational citizenship behaviors. Substantial relations were retrieved between workers' particular bases of motivation and their demonstrations of organizational citizenship behaviors. These conclusions are comparable to those

advocated by preceding investigation studies using motivation to forecast organizational citizenship behavior (Barbuto et al., 2018; Tang & Ibrahim, 2019)

Employee motivation has turned out to be a widespread exploration area amongst investigators over current periods considering its competence to put up with the organizations all over the world. For the reason that motivation function as a progressive strengthening of the anticipated as well as expected behaviour of individuals in organizations. (Benabou & Tiral 2017). At the same time OCB being a relatively innovative notion in the domain of organizational behaviour, it has become a productive investigation area at the existing time period. It is supposed that the OCB inspire the extra role behaviour of organizational workers which is unprejudiced for an organization to be efficient (Cazares 2019). Only a restricted number of investigators have examined the association between OCB and employee motivation (Ahamed and Khan 2016; Warraich et al 2017; Ibrahim and Aslinda 2018; Ibrahim 2016). As a result, there is a necessity to have more investigation to revel the possible association between two variables, which desires a comprehensive theoretical model. In view of that the purpose of this paper is to recommend a theoretical framework, so that additional researches can discover the relationship between employee motivation and OCB.

2.21   Chapter Summary

The second chapter is comprised of literature review that includes the framework as well as objective of research study, theoretic foundation of variables of organizational citizenship behavior and work motivation. These two constructs have their groundwork in optimistic behavior and are significant for personal as well for institution owing to their several constructive results. Furthermore, literature endorses that these variables have been examined with other variables. Present research study links this breach by analyzing these two constructs. The current chapter also examines the function of these

variables at a place of work and the techniques to heighten these variables at a place of work. Subsequent chapter of methodology will investigate the methodological context of research study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1. Introduction

The research methodology chapter describes the nature of research study, research design which comprises research approach, instrument particulars with its reliability as well as validity. This chapter also expounds the statistics about population, sample, sampling procedure in addition to data assemblage as well as concise facts and figures concerning the data evaluation procedures employed in the succeeding chapter. Furthermore, methodology section also comprehends data in relation to consistency of instruments. The research study delves into the analysis of organizational citizenship behavior and work motivation in the framework of secondary level teachers. The current research study additionally tries to find the variances in organizational citizenship behavior and work motivation of secondary school teachers owing to demographics. The fundamental objective of this research work was to analyze the organizational citizenship behavior and work motivation of educators. This research work also analyzed the OCB and work motivation of teachers at secondary school level. In the related manner, it also found mean differences in organizational citizenship behavior and work motivation of secondary school teachers with reference to their gender, qualification, age, socio-economic status and teaching experience. Therefore, examination approach, trial, populace, study instruments, records assemblage as well as investigation of statistics were illustrated.

3.2. Research Design

Quantitative research design and descriptive survey method were used in the study. Quantitative research design and descriptive survey technique were employed

for the reason that it was noticed that demographic elements in quantitative research and survey technique are well thought-out as the finest process for the researcher to search all the conditions of investigation study (Staw, 2017). Quantitative research design was employed for this research study which chiefly comprised the analysis of numerical data for the results. The fundamental purpose for choosing this approach was that researcher was concerned in assembling numerical data to determine facts. This research work was descriptive and quantitative by method. Current research study has two variables of organizational citizenship behavior and work motivation with the purpose to analyze these two variables. As research design is a structure which explicates the research procedure of in what way research study will be accomplished. As a result, research design of current research study correspondingly comprised suitable method, assortment of respondent as well as data examination procedures, well-defined objectives, data assemblage foundations, statistical examination in addition to ethical consideration of research.. The purpose of the investigation work was associated to the exploration of the present-day circumstances predominant in the domain of education. Current research study followed quantitative research approach for analyzing constructs of existing research study. For this reason, sample of secondary school teachers working in Islamabad Model Secondary Schools were chosen. Keeping in consideration, the research approach as well as research design, standardized scales for analyzing organization citizenship behavior and work motivation of teachers at secondary level were adapted with due consent. Pilot testing was executed before gathering the data to measure the reliability as well as validity of research instruments. After satisfactory ranges of reliability, research instruments were utilized for gathering the research data.

3.3. Research Instrument

A questionnaire is acknowledged as a planned data as a result of which all the valuable statistics and data can be attained was gathered by a study instrument. A research tool is a tool that is used to collect, measure and evaluate data on various issues related to the study topic. Resarcher choose the tools based on the type of research to be conducted , either quantitative, qualitative or mixed methods (Daren, 2016). The research study was intended to analyse organizational citizenship behaviour and work motivation of teachers. Consequently, two questionnaires were adapted in this research work. Organizational citizenship behavior scale developed by Podsakoff and Moorman (2018) and work motivation scale developed by Hilmi Italic (2016). Research integrities were taken into consideration during data collection process. Research instrument comprised of two key divisions. The initial section of present survey was based on the Organizational Citizenship Behaviour of teachers and it was proposed to determine the teachers' approach in the direction of OCB. The second section of the survey was utilized to identify the teacher's views regarding work motivation at secondary level. The demographic features such as gender, qualification, age groups, teaching experiences and socio-economic status were employed to analyse the extent of teachers' approach towards organizational citizenship behaviour and work motivation. Secondary level teachers were requested to score every single item in the following manner;

1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree

It was perceived that when secondary level teachers scored "strongly agree" then it indicates that they displayed high level of organizational citizenship behaviour and work motivation and correspondingly, when secondary level teachers chose "strongly disagree" then it represents that they exhibited low level of OCB and work motivation.

In the similar manner, when secondary level teachers pick out "agree" then it signifies they displayed affirmative approach concerning OCB and work motivation however when they scored "disagree" then it indicates they were not come to an agreement with the approach of OCB and work motivation.

Lickert-Scale Description	Lickert-Scale	Lickert-Scale Interval
Strongly Disagree	1	1.00-1.80
Disagree	2	1.81-2.60
Neutral	3	2.61-3.40
Agree	4	3.41-4.20
Strongly Agree	5	4.21-5.00

(Pimental, 2015)

Consent was requested from the inventers of questionnaires concerning organizational citizenship behaviour and work motivation of the teachers by means of email. Both questionnaires on the subject of organizational citizenship behaviour and work motivation of teachers were standardized (Podsokoff & Moorman, 2018; Helmic Italic, 2016). It was observed that "standardised" has several connotations. First, it denotes to examinations that are authenticated on enormous illustrative samples to specify standards for assessment with clusters within the identical population. Such examinations are aptitude tests, certain behaviour tests, height as well as development graphs etc. One more connotation of standardised is that when numerous clusters are being "verified" or "measured" the similar "standardized" layout is applied to let contrast amongst numerous clusters. The adaptation and usability of both questionnaires were vindicated by means of validity (experts) and reliability analysis by employing SPSS. Both questionnaires were utilised as an instrument to analyse teachers' approach towards OCB and work motivation of teachers at secondary level in the perspective of Pakistan.

In adding up to the above stated arguments in addition to précising the outlook of

population and sample, standardized scales for analyzing organizational citizenship behavior and work motivation of teachers were adapted with former consent as well as endorsement of the originators of these scales. In order to further comprehend the scales, pilot testing was also performed before assembling huge scale data in order to evaluate the reliability as well as validity of research instruments. After confirming satisfactory extents of reliability, research instruments were employed for assembling the data. In addition, as quantitative research tool was utilized for evaluating current research variables, consequently, utilization of questionnaire was considered to be most suitable tool for the aim of data assemblage. Furthermore, preceding research studies performed on these variables also employed questionnaire as research tool for evaluating these variables. As a result, concludingly, adaption of questionnaire was thought to be most applicable data gathering tool in the framework of existing research study.

3.3.1. Description of Organizational Citizenship Behaviour Questionnaire

The initial questionnaire concerning was based on Organizational Citizenship Behaviour scale (OCBS)developed by Podsakoff and Moorman (2018). Based on the review of literature, Podsakoff and Moorman (2018) scale was adapted. The scale measures organizational citizenship behaviour across its five foremost dimensions such as; altruism, courtesy, sportsmanship, civic virtue and conscientiousness. The Cronbach alpha coefficient of reliability of the sclae is .83. Permission was obtained from Dr. Robert Moorman to adapt/modify the instrument in the context of secondary level teachers in Pakistan (Appendix E). It was adapted and certain modifications and alterations had been done in it by the researcher in the perspective of Pakistan. There were 24-items in this questionnaire. Five points "Likert Scale" was employed to

conclude the respondent's views in the mode of "Strongly disagree" to "Strongly agree" about research questionnaire of Organizational Citizenship Behaviour.

In conclusion, analysis of research studies on OCB scales displays that the most authentic, trustworthy, as well as wide-ranging scale is that of Podsakoff and Moorman (2018). Nearly all the investigators who later on assembled/established scales for the diverse framework mentioned Podsakoff and Moorman's work and Organ's five OCB dimensions (Tehseen, 2015). Various investigators employed OCB scale developed by Podsakoff and Moorman in their research studies based on educational context including secondary level (Tehseen,2015).

Outcomes of the confirmatory factor analysis of the OCB scale executed by Podsakoff and Moorman in their article titled as 'Transformational Leader Behavior and their Effect on Followers' Trust in Leader's Satisfaction and Organizational Citizenship Behavior'(1990). The results indicated that the general fit of the 5-factor model postulated by Organ to the data was fairly good (TLI= .94) with all the items used to evaluate the five OCB factors leading considerably on their proposed elements.

Item No.	Item	Mean	S.D.	Conscientiousness	Sportsmanship	Civic Virtue	Courtesy	Altruism
18	Attendance at work is above the norm.	6.14	1.28	0.873				
21	Does not take extra breaks.	5.97	1.41	0.964				
22	Obeys company rules and regulations even when no one is watching.	6.13	1.13	0.763				
24	Is one of my most conscientious employees.	6.05	1.19	0.871				
3	Believes in giving an honest day's work for an honest day's pay.	6.22	1.01	0.764				
4	Consumes a lot of time complaining about trivial matters. (R)	5.33	1.69		1.344			
16	Always focuses on what's wrong, rather than the positive side. (R)	5.11	1.68		1.189			
7	Tends to make "mountains out of molehills." (R)	4.81	1.86		1.364			
19	Always finds fault with what the organization is doing. (R)	5.36	1.60		1.117			
2	Is the classic "squeaky wheel" that always needs greasing. (R)	5.06	1.77		1.125			
9	Attends meetings that are not mandatory, but are considered important.	5.31	1.40			0.795		
11	Attends functions that are not required, but help the company image.	5.18	1.44			0.776		
6	Keeps abreast of changes in the organization.	5.75	1.13			0.520		
12	Reads and keeps up with organization announcements, memos, and so on.	5.81	1.15			0.618		
17	Takes steps to try to prevent problems with other workers.	5.55	1.33				1.058	
20	Is mindful of how his/her behavior affects other people's jobs.	5.35	1.38				1.052	
14	Does not abuse the rights of others.	5.99	1.25				0.805	
4	Tries to avoid creating problems for coworkers.	5.80	1.29				0.926	
8	Considers the impact of his/her actions on coworkers.	5.48	1.31				0.938	
13	Helps others who have been absent.	5.47	1.30					0.912
1	Helps others who have heavy work loads.	5.37	1.32					0.908
23	Helps orient new people even though it is not required.	5.62	1.27					0.809
15	Willingly helps others who have work related problems.	5.71	1.21					0.947
10	Is always ready to lend a helping hand to those around him/her.	5.81	1.18					0.995

Note: TLI = 0.941.

Chi-Square with 235 degrees of freedom = 790.88 ($p < .001$).

(R) denotes items that have been reverse coded.

The psychometric properties of Organizational Citizenship Behavior also were very good. The confirmatory factor analysis of this scale signified worthy resemblance with Organ's theoretical framework. Five factors were recognized. All of the scale items loaded considerably on their postulated elements. Furthermore, the core constancy reliability of all five subscales surpassed .80 as well as verified satisfactory level of validity (Podsakoff & Moorman, 2006).

3.3.2 Description of the work motivation questionnaire

Research questionnaire about work motivation scale (WMS) comprised of ten dimensions named as working condition, salary, supervision, relationships, security, advancement, work itself, responsibility, growth and achievement. It was established by Helmi Italic in 2016. There were forty-one items in it. All these dimensions were mutually employed to measure the work motivation of the teachers. Secondary level teachers were observed over the 5-points Likert Scale.

3.4. Verification of Tool

Researcher used adapted questionnaires for both variables as tool in current study. Four educational experts from universities validated the questionnaires. According to the objectives of the study, experts validated tool along with their expert advice for improvement. Tool got improved as per guidelines of the experts and finalized it for data collection process. The validated questionnaire is given and list of experts is attached (See Appendix F & B)

3.5. Item Total Correlation

The item total correlation is a degree of the consistency of a multi-item scale as well as a mean for refining such scales. It is the association between a distinct item and the aggregate score without that item. Values for an item-total correlation can also support to point toward differentiation in questions: values between 0 and 0.19 may

specify that the question is not differentiating in good form. values between 0.2 and 0.39 point toward decent differential. values 0.4 and above specify very good discrimination (DeVon et al. 2007).

Table 3.1

Item Total Correlation of OCBS

Items	Correlation	Item	Correlation
1	.451	13	.788
2	.329	14	.805
3	.546	15	.765
4	.320	16	.755
5	.791	17	.822
6	.615	18	.745
7	.321	19	.565
8	.434	20	.766
9	.508	21	.532
10	.392	22	.722
11	.494	23	.387
12	.677	24	.533

Item Total Correlation was calculated by means of SPSS by way of Item Analysis on a sample of 658 secondary school teachers. Table 3.1 explains the item total correlation of the OCB research instrument. Calculations shown that all the 24 items are very much interrelated. It also specifies that all the 24 items are consistent as well as substantial for calculating the requisite research study variables. The correlations vary between .39 to .90. The item-total correlations were seen to be within .320 to .822 and can be considered acceptable.

Table 3.2

Item Total Correlation of Work Motivation scale.

Items	Correlation	Item	Correlation
1	.541	22	.788
2	.419	23	.805
3	.626	24	.765
4	.489	25	.755
5	.767	26	.822
6	.616	27	.745
7	.421	28	.565
8	.323	29	.766
9	.508	30	.532
10	.324	31	.722
11	.484	32	.387
12	.578	33	.544
13	.698	34	.633
14	.330	35	.721
15	.545	36	.328
16	.476	37	.516
17	.735	38	.322
18	.624	39	.781
19	.798	40	.655
20	.522	41	.723
21	.656		

Item Total Correlation was calculated by means of SPSS by way of Item Analysis on a sample of 658 secondary school teachers. Table 3.2 explains the item total correlation of the work motivation research instrument. Calculations shown that all the 41 items are very much interrelated. It also specifies that all the 41 items are consistent as well as substantial for calculating the requisite research study variables.

The correlations vary between .39 to .90. The item-total correlations were seen to be within .320 to .822 and can be considered acceptable.

3.6   Sampling Technique

Sampling technique is related to the choice of a sub group of members from within the statistical populace in order to make assessment of entire population's features. Proportionate stratified random sampling technique was noticed most suitable for assortment of sample size in current research study. Stratified random sampling technique is a statistical measurement tool employ to distribute the population into smaller sets grounded on mutual features. Primarily two strata were created, based on male teachers and female teachers teaching at secondary level in IMSS. Proportionate stratified random sampling procedure was used for the reason that it is very common in research examining groups. Descriptive studies recommend that stratified sampling technique may be applied to take a broad view conclusion on whole population. Stratified sampling warranties equivalent demonstration of sub groups (strata). Main purpose of the research work was to assess level of organizational citizenship behaviour of secondary school teachers and to explore level of work motivation of teachers. For this purpose, sample was selected from the secondary school teachers (stratas) randomly teachers were selected from Islamabad model secondary schools (IMSS). For accomplishment of a representative sample, both male and female secondary school teachers were chosen as sample of research study. The proportionate stratified random sampling technique was employed, and data were assembled from each stratum of male teachers and female teachers.

3.7 Population of the Study

There are 140 Model Secondary schools (IMSS) (78 girls and 62 boys) in Islamabad. The existing research study was conducted in Islamabad; as a result, all secondary school teachers of Islamabad Model Secondary Schools were represented as the population of the study. 2400 female secondary school teachers and 2200 male secondary school teachers were established as the population of this study. A complete list of IMSS functioning in Islamabad was retrieved from the official website of Federal Directorate of Education (FDE) (attached as Appendix I).

Table 3.3

Population of the Study

Secondary school teachers of IMS

Male teachers	Female teachers	Total teachers
2200	2400	4600

3.7.1 Sample Size of the Study

Selection of sample and sample size has constantly been of abundant worth in research study. As stated by Gay et al. (2012) it is a cluster of items, events or individuals that are representatives of enormous set. In quantitative research studies it benefits investigator in creating conclusions with reference to large group functioning. For this purpose, cautious assortment of sample as well as suitable sample size is required. In current research study primarily, sample size was recognised from the table explained by Krejcie & Morgan (1970) (Attached as Appendix J)

In this research study, 92 Model Secondary schools (50 girls and 42 boys) and 327 male and 331 female teachers teaching at secondary level in Islamabad Model

Secondary Schools were carefully chosen as sample of the study concerning organizational citizenship behaviour and work motivation of teachers (Morgan, 2018). Rate of return of questionnaires for male teachers was 93% and 91% for female teachers regarding organizational citizenship behaviour and work motivation scales. Complete demographic statistics with reference to chosen sample well-kept-up in friendly manner as well as the confidentiality of the participants was carefully preserved within this research work.

Table 3.4

Sample Size of the Study

Secondary school teachers of IMS

Male teachers	Female teachers	Total teachers
327	331	658
15%	14%	14%

3.8   Pilot Testing

Reliability and validity of questionnaires were measured by means of pilot testing as Saunders et al. (2016) stated that pilot testing is significant preceding to assemble data as it benefits in evaluating questionnaire reliability as well as validity. Pilot testing is a procedure by means of which the potency as well as stability of research instrument was measured. Reliability and validity of questionnaires were calculated by means of pilot testing as Saunders et al. (2016) stated that pilot testing is significant earlier to assemble data as it supports in evaluating questionnaire reliability and validity. Fifty questionnaires were employed for pilot testing before the concluding and concluding data gathering of research questionnaires. The reliability and validity of both research questionnaires were measured in the framework of Pakistan. Several measures were also

adopted for pilot testing of the instrument. Firstly, investigator as well as supervisor gone through the two questionnaires. Additionally, specialists in the related disciplines were also accessed for considering the validity of instruments.

3.8.1 Validity of the Instruments

Pilot testing was accomplished prior of assembling the data from contestants of research study. Objective of pilot testing was to evaluate the pertinence as well as relevance of research instruments in scholastic framework of Pakistan. At earliest phase, validity of instrument was measured by specialists. Specialists of social science group from National University of Modern Languages, Islamabad, Pakistan (See Appendix B) had examined internal validity that was thoroughly associated to the genuineness as well as reliability of the data. This process facilitated to formulate research instruments culture fair. An adaptation of the questionnaires in relation to Pakistani perspective was made to be appropriate within present study. For the purpose of content validity, the instruments were validated by three Assistant Professors (See Appendix C) in the domain of education in respect of subject matter as well as linguistic. A little modification in words replacement was made in both questionnaires as suggested by experts.

3.8.2 Reliability of the Instruments

Both questionnaires were used to measure the teachers' approach in the direction of OCB and work motivation at secondary level. The reliability of both questionnaires was verified by Cronbach 's alpha that plays a key part to ensure that the core uniformity of the components was retained. One of the prevalent procedures of reliability is Cronbach's alpha in behavioral, scholastic as well as social sciences. The Cronbach 's alpha denotes to a degree of how far the items fit all together in determining the similar central construct (Pallant, 2011). Cronbach's Alpha Coefficient

regulates the core uniformity of an instrument. Therefore, this examination is requisite for the purpose of consistency. Furthermore, on the whole scale reliability of OCB and work motivation is tremendous and displays decent reliability as its value is above 0.80.

Table. No. 3.5   Reliability of Organizational Citizenship Behaviour of Teachers (N = 658)

Variable	No of Items	Cronbach's Alpha
Organizational Citizenship Behaviour of teachers	24	.836

In table.No.3.5, a research questionnaire about OCB of teachers that comprised of 24 items was established consistent and it was 0.836.

Table.No.3.6   Reliability of five dimensions of OCB (N=658)

Sr. No	Dimensions of OCB	Items	Cronbach's Alpha
1	Conscientiousness	1,2,3,4,5	.876
2	Sportsmanship	6,7,8,9,10	.868
3	Civic virtue	11,12,13,14	.871
4	Courtesy	15,16,17,18,19	.891
5	Altruism	20,21,22,23,24	.864

This questionnaire was assembled with an incorporation of the five dimensions of OCB. All the dimensions which were absolutely connected with OCB were found consistent and interrelated with each-other.

Table.No.3.7   Reliability of the Work Motivation of Teachers (N=658)

Variable	No of Items	Cronbach's Alpha
Work motivation of teachers	41	.875

In table.No.3.7, a research questionnaire about work motivation of teachers that comprised of 41 items was found consistent by means of pilot testing and it was 0.875.

Table.No.3.8   Reliability According to the Dimensions of Work Motivation (N=658)

Sr. No	Dimensions of Work Motivation	Items	Cronbach's Alpha
1	Working Condition	1,2,3,4,5	.848
2	Salary	6,7,8,9,10	.798
3	Supervision	11,12,13,14, 15,16	.826
4	Relationships	17,18,19,20	.826
5	Security	21,22,23,24	.810
6	Advancement	25,26,27,28	.816
7	Work Itself	29,30,31,32	.823
8	Responsibility	33,34,35	.846
9	Growth	36,37,38	.839
10	Achievement	39,40,41	.854

This questionnaire was accumulated with an integration of the ten dimensions of work motivation. All the dimensions which were categorically associated with work motivation were found reliable as well as interconnected with one another.

3.9   Data Collection

Research instrument was processed to the secondary school teachers by means of recurrent individual visits. Former consent was adopted from the principals of schools. Primarily, telephonic as well as WhatsApp links were exercised for obtaining consent of instrument administration from the principals. Moreover, questionnaires were circulated in secondary school teachers personally as well as by means of offices of the

principals. All significant stages of data assessing were also carried out earlier than moving in the stage of statistical process. For this reason, those questionnaires which were unfinished were not incorporated for further investigation. Reliability and normality of research instruments were also evaluated, in order to make sure excellence of data examination.

Data collection was done through the finalized questionnaires of organizational citizenship behaviour and work motivation. Researcher herself circulated questionnaires and gathered data through personal visit about the organizational citizenship behaviour and work motivation from teachers teaching at secondary level in Islamabad Model Secondary Schools.

3.10   Data Analysis

Researcher herself systematized the data systematically into the computer after complete collection procedure. By employing SPSS, data were tested as well as analysed on the basis of objectives, hypotheses of this study. Table.No.3.9 shows analysis description and its justification on the basis of objectives (05), hypotheses (11) of this study. First two objectives regarding teachers' organizational citizenship behaviour and work motivation had no hypotheses because they were measured by simply frequency, percentages and mean scores. For the sake of hypotheses testing, t-test, ANOVA and Pearson correlation coefficient were used. McCormick, Salcedo, & Poh, (2015) illustrated in their statistical examination book that t-test is employed to calculate the mean differences in two groups. Contrast of two sets, constant dependent variable as well as normalcy of data are a small number of postulations of t-test. Current research study also accomplished these postulations and calculated the t-test for contrast in gender. ANOVA test was measured for contrast of mean variances amongst three and more sets. As the existing study is an analytical study and by examining facts or

information, analytical research is primarily concerned with testing hypotheses and identifying and interpreting relationships (Provost, 2011). So, one more test employed in research study was Pearson Correlation. It is a statistical procedure employed for analysing relations/ connection concerning constant variables. Its value fall with the series of +1 and -1. The value nearer to 0 signifies the insubstantial association whereas value adjacent to 1 specifies the effective association. The + value denoted affirmative while − value show negative association. There are three suppositions of Pearson Correlation. Variables should be constant. They should be linearly linked along with standard dissemination of data. Field (2013) illustrated that Pearson Correlation is calculation of effect size. Item total correlation was calculated by using SPSS. The item-total correlations were seen to be within .320 to .822 and can be considered acceptable (de Vaus, 2004; Tapsir, Aziz & Zamri, 2018)

Table. 3.9 Analysis Report of Objective and Hypotheses

Sr #	Objectives	Null Hypotheses	Statistical Techniques
1	Assess level of organizational citizenship behaviour of teachers at secondary school level		Mean
2	Explore level of work motivation of teachers at secondary school level		Mean
3	Find out the demographic variables i-e gender, qualification, age, teaching tenure and socio-economic status-based difference regarding organizational citizenship behaviour of teachers at secondary school level	H1: There is no significant difference in teachers' level of organizational citizenship behaviour on the basis of their gender.	Independent t-test
		H2: There is no significant difference in teachers' level of organizational citizenship behaviour on the basis of their qualification.	ANOVA
		H3: There is no significant difference in teachers' level of organizational citizenship behaviour on the basis of their age.	ANOVA
		H4: There is no significant difference in teachers' level of organizational citizenship behaviour on the basis of their teaching tenure.	ANOVA
		H5: There is no significant difference in teachers' level of organizational citizenship behaviour on the basis of their socio-economic status.	ANOVA

4	Find out the demographic variables i-e gender, qualification, age, teaching tenure and socio-economic status-based difference regarding work motivation of teachers at secondary school level	H6: There is no significant difference in teachers' level of work motivation on the basis of their gender.	Independent t-test
		H6: There is no significant difference in teachers' level of work motivation on the basis of their qualification.	ANOVA
		H7: There is no significant difference in teachers' level of work motivation on the basis of their age.	ANOVA
		H8: There is no significant difference in teachers' level of work motivation on the basis of their teaching tenure.	ANOVA
		H9: There is no significant difference in teachers' level of work motivation on the basis of their socio-economic status	ANOVA
5	Find out relationship between organizational citizenship behaviour and work motivation of teachers at secondary level.	H10: There is no significant relationship between organizational citizenship behaviour and work motivation of teachers at secondary school level.	Correlation

Table.No.3.9 illustrates analysis report and its explanation on the basis of objectives and hypotheses of this study. Initial two objectives related to teachers' level of organizational citizenship behaviour and work motivation had no hypotheses for the reason that they were assessed by simply frequency, percentages as well as mean scores however the demographic effects were determined by way of mean differences. Three hypotheses were constructed that were associated to third, fourth and fifth objectives of

this study. t-test, ANOVA and Pearson correlation Coefficient were used for the hypotheses analysis.

3.11 Research Ethics

Secrecy as well as privacy are fundamental integrities of research study. Research integrities were also taken into account in the process of accumulating data and all the way through the research process. Official consents from school principals were also taken. Subject as well as objective of research study was also described. Participants of research study were not demanded to reveal their names. Readiness of participants were also kept in mind. Suitable referencing as well as references were given to the scholars' works. Investigator must be aware of moral contemplation for confirmed information collecting. Researcher must be well-mannered as well as truthful in their meeting with respondents. Best study procedures must be followed for moral reflection when interrelating with the respondents for data gathering. Subsequent investigation moral philosophies for examination study mentioned by The American Association for Public Opinion Research (AAPOR), which the investigator comprehended in the existing research study.

1. In order to employ both scales for the research study, the investigator had demanded consent from the originators of the scale. Approval document of both originators of scales is incorporated in the annexure.

2. The participant's confidentiality as well as secrecy concerning data assemblage was cautiously retained during the course of research work.

3. The institute management was furnished early communication before passing over questionnaires to their educators.

4. No participant was enforced to take part in the investigation study as it was complete volunteer process.

5. Any form of incentive or payment was not offered to the contributors of the study.

6. The existing study data is exclusively grounded on participants views as well as answers.

3.12 Delimitations of the Research Study

a. The proposed research study was restricted to Islamabad Model Secondary schools.

b. The study was enclosed to teachers teaching at Secondary level in Model Secondary Schools of Islamabad.

3.13 Chapter Summary

The chapter of research methodology illustrate the structure of research design. Primarily research design of current research study was described. Existing research study adopted the quantitative research approach. The questionnaires of organizational citizenship behavior and work motivation were employed for accumulating data from the secondary school teachers. General reliability of each instrument was ranged from 0.87 to 0.96 which displayed virtuous reliability. Stratified random sampling technique was adopted for the choice of sample of research study. Two strata of male and female teachers were formulated. In addition, methodology chapter also comprised short data concerning statistical tests of correlation, t-test, and ANVOVA that were utilized for examining the data. Next chapter is data analysis that will explicate the outcomes of this research study.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

This chapter provides an explained representation of data examination alongside with its comprehensive explanation. Pilot testing was carried out before analysis and assortment of data, to assess the consistency of research instruments that were related with organizational citizenship behaviour and work motivation of the teachers at secondary level. Teachers replied by means of questionnaires. Organizational citizenship behaviour research questionnaire was consisting of five dimensions and work motivation questionnaire was comprised of ten dimensions. All these fifteen dimensions were verified by two ways. Graphic measurements were employed to conclude the research participants input, the teachers' level of organizational citizenship behaviour and work motivation in the mode of degree of recurrence, percentage as well as mean scores.

Hypothesis Testing was utilised to find the significant difference in teachers' level of organizational citizenship behaviour and work motivation on the basis of their gender by means of "t-test". In the same way, the influence of qualification, age, teaching tenure and socio-economic status of secondary level teachers about organizational citizenship behaviour and work motivation were measured by means of analysis of variance "ANOVA". The association in the middle of the two key variables of this research work that were organizational citizenship behaviour and work motivation of teachers was measured through correlation coefficient.

4.1.   Measurements of Demographic Elements

Table: 4.1

Gender based distribution of participants (N =658)

Gender	Teachers	Percentage
Male	327	49.7
Female	331	50.3

Table 4.1 displays that there were 658 secondary level teachers in the sample in which male teachers were 327 and female teachers were 331.

Table No. 4.2

Qualification based distribution of Participants (N=658)

Qualification	Frequency	Percentage
Bachelor	16	8.5
Masters	480	58.5
M.Phil.	150	30.5
PhD	12	2.4

Table 4.2 displays that 8.5 % teachers were having Bachelor degree, 58.5 % respondents' teachers were in possession of Master's degree, 30.5% teachers were holders of M.Phil. degree and 2.4 % teachers were having PhD degree. Therefore, the information from the above table indicates that majority of teachers teaching at secondary level were in possession of Master's degree.

Table 4.3

Age wise distribution of Participants (N=658)

Teacher's age	Frequency	%
25-30 years	142	21.6
31-35 years	155	23.6
36-40 years	142	21.6
41-45 years	136	20.7
46-50 years	58	8.8
More than 51 years	25	3.8

Table 4.3 displays the dissemination of secondary level teachers on the basis of their age groups in which 21.6 % teachers were between 25-30 years age group, 23.6 % teachers were between 31-35 years age group, 21.6 % teachers were between 36-40 years age group, 20.7 % teachers were between 41-45 years age group, 8.8 % teachers were between 46-50 years age group and 3.8 % teachers were more than 51 years of age group. Therefore, it is deduced from the table that majority of the teachers teaching at secondary level were between the age group of 31-35 years.

Table.No.4.4

Teaching Tenure based distribution of Participants (N=658)

Teaching experience	Frequency	%
Less than a year	41	6.2
1-5 years	157	23.8
6-10 years	209	31.6
More than 10 years	251	38.2

Table 4.4 indicates that 6.2 % teachers had teaching experience of less than a year, 23.8% teachers had 1-5 years of instruction practice, 31.6 % teachers had 6-10 years of instruction know-how and 38.2% teachers had more than 10 years of instruction practice. The information from above table reveals that majority of respondents have teaching experience of more than 10 years.

Table.No.4.5

Socio-economic status-based distribution of Participants (N=658)

Salary	Frequency	%
25000-30000	141	21.4
31000-40000	255	25.5
41000-50000	135	27.8
More than 50000	127	25.2

Table 4.5 indicated that 21.4 % teachers had salary of 25000-30000, 25.5 % teachers had salary of 31000-40000, 27.8% teachers had salary of 41000-50000 and 25.2% teachers had salary of more than 50000. Data from the above table indicates that majority of teachers teaching at secondary level had salary of 41000-50000.

4.2. Descriptive Measurement of Teachers' level of organizational citizenship behaviour

Table 4.6 Conscientiousness (Dimension of OCB)

S.No	Statements	SDA	DA	N	AG	SA
1.	My attendance at work is above the norm.	14(2.1%)	16(2.4%)	15(2.2%)	352(53.4%)	261(40%)
2.	I do not take extra breaks in my job.	15(2.2%)	18(2.7%)	17(2.5%)	350(53.1%)	258(39.2%)
3.	I obey the institution's rules and regulations even when no one is watching.	23(3.4%)	25(3.7%)	20(3.0%)	340(51.6%)	250(37.9%)
4.	I believe in continuous learning as a teacher.	20(3.0%)	22(3.3%)	26(3.9%)	335(50.9%)	255(38.7%)
5.	I believe in working hard for an honest earning.	25(3.7%)	27(4.1%)	20(3.0%)	336(51%)	250(37.9%)

The above table 4.6 shows the data on the basis of frequency and percentage for the conscientiousness dimension of OCB. In conscientiousness dimension, total 5 questions were asked from secondary school teachers by utilising five – point lickert scale. The above-mentioned data was obtained through SPSS and results were attained. For statement 1 'my attendance at work is above the norm', 2.1% teachers strongly disagreed, 2.4% teachers disagreed, 2.2 % teachers were neutral, 53.4% educators approved and 40% educators intensely harmonised with the it. It is concluded from the statement 1 that majority of teachers teaching at secondary level agreed that they generally believed that their presence at work is above the norm. For statement 2 'I do

not take extra breaks in my job', 2.2 % teachers strongly disagreed, 2.7% teachers disagreed, 2.5% teachers were neutral, 53.1% educators approved as well as 39.2% educators intensely corresponded with the declaration. The results indicate that majority of the teachers teaching at secondary level that 53.1 % teachers agree that they do not take extra breaks. For 3rd statement 'I obey the institution's rules and regulations even when no one is watching', 3.4% teachers strongly disagreed, 3.7% teachers disagreed, 3.0% teachers were neutral, 51.6% teachers were approved as well as 37.9% intensely approved with the declaration. Therefore, it is determined from the results that greater part of educators teaching at secondary level agreed to obey the institution's rules and regulations even when no one is watching. For 4th statement 'I believe in continuous learning as a teacher', 3.0% teachers strongly disagreed, 3.3% teachers disagreed, 3.9% teachers were neutral, 50.9% educators were harmonized and 38.7 % educators were powerfully corresponded with the declaration. So, it is determined from the results that greater part of educators teaching at secondary level agreed that they believe in continuous learning as a teacher. For statement no 5 'I believe in working hard for an honest earning', 3.7 % teachers strongly disagreed, 4.1% teachers disagreed, 3.0% teachers were neutral, 51% teachers showed agreement and 37.9% teachers showed strong agreement with the given statement. Therefore, it is determined from 5th statement' that greater part of educators teaching at secondary level agreed that they believed in working hard for honest earning.

Table. No. 4.7   Sportsmanship (Dimension of OCB)

S.No	Statements	SDA	DA	N	AG	SA
6.	I stay away from complaining about trivial matters.	35(5.3%)	30(4.5%)	15(2.2%)	333(50.6%)	245(37.2%)
7.	I always focus on the positive side of things related to my work.	25(3.7%)	20(3.0%)	15(2.2%)	349(53%)	249(37.8%)
8.	I do not make problems bigger than they actually are.	29(4.4%)	28(4.2%)	16(2.4%)	240(36.4%)	345(52.4%)
9.	I like to look at the positive side of things related to my work.	23(3.1%)	27(4.1%)	14(2.1%)	356(54.1%)	238(36.1%)
10.	I do not need reminders/warnings about my job responsibilities.	30(4.5%)	22(3.3%)	10(1.5%)	345(52.4%)	251(38.1%)

Table 4.7 indicates that for statement no 6, 'I stay away from complaining about trivial matters' 5.3 % educators intensely differed, 4.5 % educators differed, 2.2 % teachers were neutral, 50.6 % educators were harmonised as well as 37.2 % educators strongly corresponded. Therefore, it is determined from the results that greater part of educators teaching at secondary level agreed that they stay away from complaining trivial matters. For statement no 7, 'I always focus on the positive side of things related to my work' 3.7 % teachers strongly disagreed, 3.0 % teachers disagreed, 2.2 % teachers were neutral, 53% teachers were agreed and 37.8% teachers strongly agreed with the statement. So, it is determined from the results that greater part of educators teaching at secondary level agreed that they always focus on the positive side of things related to their work. For 8th statement, 'I do not make problems bigger than they actually are' 4.4 % teachers strongly disagreed, 4.2 % teachers disagreed, 2.4 % teachers were neutral, 36.4 % educators corresponded and 52.4 % educators intensely harmonized

with it. It is determined from the results that greater part of educators teaching at secondary level believed that they do not make problems bigger than they actually are. For statement no 9, 'I like to look at the positive side of things related to my work' 3.4 % teachers strongly disagreed, 4.1% teachers disagreed, 2.1% teachers were neutral, 54.1 % educators harmonized and 36.1 % educators intensely corresponded with it. As a result, it is determined from the results that greater part of educators teaching at secondary level agreed that they like to look at the positive side of things related to their work. For 10th statement, 'I do not need reminders/warnings about my job responsibilities' 4.5 % teachers strongly disagreed, 3.3 % teachers disagreed, 1.5 % teachers were neutral, 52.4 % educators harmonised and 38.1 % educators intensely agreed with it. Therefore, it is determined from the results that greater part of educators teaching at secondary level agreed that they do not need reminders/warnings about their job responsibilities**.**

Table: 4.8 Civic Virtue (Dimension of OCB)

S.No	Statements	SDA	DA	N	AG	SA
11.	I attend important meetings of my department.	40(6%)	25(3.7%)	14(2.2%)	330 (50.1%)	249 (37%)
12.	I attend workshops/seminars for improving the institution image.	36(5.4%)	31(4.7%)	11(1.6%)	320(48.6%)	260 (39%)
13.	I keep awareness about the changes in my institution.	32(4.8%)	30(4.5%)	10(1.5%)	331(50.3%)	255(38.7%)
14.	I read and keep up with the announcements, memos etc. in my institution.	36(5.4%)	33(5.0%)	12(1.8%)	325(49.3%)	252(38.2%)

Table 4.8 shows that for statement no 11, 'I attend important meetings of my department' 6.0 % teachers strongly disagreed, 3.7 % teachers disagreed, 2.2 % teachers were neutral, 50.1 % educators harmonised as well as 37.8 % educators intensely corresponded with it. So, it is determined from the results that greater part of educators teaching at secondary level agreed that they attend important meetings of their department. For 12th statement 'I attend workshops/seminars for improving the institution image', 5.4 % teachers strongly disagreed, 4.7 % teachers disagreed, 1.6 % teachers were unbiased, 48.6 % educators agreed and 39.5 % educators intensely approved with the statement. As a result, it is determined from the results that greater part of educators teaching at secondary level agreed that they attend workshops/seminars for improving the institution image. Results of statement no 13 'I keep awareness about the changes in my institution' indicates that 4.8 % teachers

strongly disagree, 4.5 % teachers disagree, 1.5 % teachers were neutral, 50.3 % educators harmonized and 38.7% educators intensely approved with it. Therefore, it is determined from the results that greater part of educators teaching at secondary level agreed that they keep awareness about the changes in their institution. Statement no 14th 'I read and keep up with the announcements, memos etc. in my institution' shows that 5.4 % teachers strongly disagreed, 5.0% teachers disagreed, 1.8 % teachers were neutral, 49.3 % educators approved and 38.2 % educators intensely corresponded with it. So, it is determined from the results that greater part of educators teaching at secondary level agreed that they read and keep up with the announcements, memos etc. in their institution. However, 5.0 % teachers disagreed with it

Table.4.9 Courtesy (Dimension of OCB)

S.No	Statements	SDA	DA	N	AG	SA
15.	I try to avoid problems with co-workers.	25(3.7%)	12(1.8%)	16(2%)	355 (54%)	250 (38%)
16.	I am mindful of how my behaviour affect other people's job.	28(4%)	17(2%)	20(3%)	363 (55%)	230 (35%)
17.	I do not ignore the rights of others.	20(3%)	10(1%)	12(2%)	361 (55%)	255 (35%)
18.	I try to avoid creating problems for co-workers.	15(2%)	17(2%)	9(1%)	260 (39%)	357 (54%)
19.	I consider the impact of my actions on co-workers.	19(3%)	10(1%)	12(2%)	253 (38%)	364 (55%)

Table 4.9   displays that for statement no 15 'I try to avoid problems with co-workers' 3.7 % teachers strongly disagreed, 1.8 % teachers disagreed, 2.4 % teachers were neutral, 54% educators corresponded and 38 % educators intensely harmonised with it. Therefore, it is determined from the results that greater part of educators teaching at secondary level agreed that they try to avoid problems with co-workers. Results of statement no 16 'I am mindful of how my behaviour affect other people's job' indicates that 4.2 % teachers strongly disagreed, 2.5 % teachers disagreed, 3.0 % teachers were neutral, 55.1 % educators harmonised and 34.9 % educators intensely corresponded with it. As a result, it is determined from the results that greater part of educators teaching at secondary level agreed that they are mindful of how their behaviour affect other people's job. Results of statement no 17 'I do not ignore the rights of others' exhibits that 3.0 % teachers strongly disagreed, 1.5 % teachers disagreed, 1.8 % teachers were neutral, 55.1 % teachers showed agreement and 34.9 % teachers displayed strong agreement with the statement. Therefore, it is determined

from the results that greater part of educators teaching at secondary level agreed that they do not ignore the rights of others. Statement no 18 'I try to avoid creating problems for co-workers' shows that 2.2 % teachers strongly disagreed, 2.5 % teachers disagreed, 1.3% teachers were neutral, 39.5 % educators harmonized and 54.2% educators intensely harmonised with it. Consequently, it is determined from the results that greater part of educators teaching at secondary level agreed that they try to avoid creating problems for co-workers. Results of statement no 19 'I consider the impact of my actions on co-workers' shows that 2.8% teachers strongly disagreed, 1.5% teachers disagreed, 1.8% teachers were neutral, 38.4% educators corresponded and 55.3% educators intensely harmonised with it. So, it is determined from the results that greater part of educators teaching at secondary level agreed they take into account the influence of their activities on fellow worker.

Table: 4.10 Altruism (Dimension of OCB)

S.No	Statements	SDA	DA	N	AG	SA
20.	I help other teachers who have been absent.	13(10%)	9(1%)	16(2%)	361 (55%)	259 (39%)
21.	I help other teachers who have heavy workloads.	2(3%)	8(1.2%)	16(2.4%)	370 (56%)	244 (37%)
22.	I help new employees in their assigned tasks.	17(3%)	12(2%)	14(2%)	364 (55%)	250 (38%)
23.	I willingly help other teachers who have work related problems.	14(2%)	9(1.3%)	11(1.6%)	245 (37%)	379 (57%)
24.	I am always ready to guide and help my fellow teachers.	25(4%)	12(2%)	17(2.6%)	225 (34%)	379 (55%)

Table 4.10 displays that for statement no 20 'I help other teachers who have been absent' 1.9 % teachers strongly disagreed, 1.3% teachers disagreed, 2.4% teachers were neutral, 54.8% educators corresponded and 39.3% educators intensely harmonised with it. Therefore, it is determined from the results that greater part of educators teaching at secondary level agreed that they help other teachers who have been absent. Results of statement no 21 'I help other teachers who have heavy workloads' exhibits that 3.0% teachers strongly disagreed, 1.2 % teachers disagreed, 2.4% educators were impartial, 56.2% educators agreed as well as 37% educators intensely agreed with the statement. As a result, it is determined from the results that greater part of educators teaching at secondary level agreed that they help other teachers who have heavy workloads. Statement no 22 'I help new employees in their assigned tasks' shows that 2.7 % teachers strongly disagreed, 1.8% teachers disagreed, 2.1% teachers were neutral, 55.3% educators corresponded and 37.9% educators intensely harmonized with it.

Therefore, it is determined from the results that greater part of educators teaching at secondary level agreed that they help new employees in their assigned tasks. Results of statement no 23 'I willingly help other teachers who have work related problems' displays that 3.8% teachers strongly disagreed, 1.8 % teachers disagreed, 2.6% educators were impartial, 34 % educators agreed and 55 % educators intensely agreed with the statement. As a result, it is determined from the results that greater part of educators teaching at secondary level teachers at secondary level willingly help other teachers who have work related problems. Statement no 24 'I am always ready to guide and help my fellow teachers' displays that 2.1% teachers strongly disagreed, 1.3% teachers disagreed, 1.6% teachers were neutral, 37.2% educators harmonised and 57.5% educators intensely approved with it. Therefore, it is determined from the results that greater part of educators teaching at secondary level agreed that they are always ready to guide and help their fellow teachers.

4.3. Descriptive Measurements of Work Motivation of Teachers

Table. 4. 11 Working Condition (Dimension of Work Motivation)

S.No	Statements	SDA	DA	N	AG	SA
1.	I proud of my institution as a teacher.	16 (2.4%)	10 (1.5%)	11 (1.6%)	241 (36.6%)	379 (57.5%)
2.	I socialize easily with other teachers.	66 (10%)	40 (6%)	11 (1.6%)	300 (45.5%)	241 (36.6%)
3.	I get constructive criticism related to my teaching from my principal.	40 (6%)	11 (1.6%)	13 (1.9%)	334 (50.7%)	260 (39.5)
4.	I feel satisfied because of the comfort I am provided at work.	185 (28.1%)	175 (26.5%)	20 (3.0%)	140 (21.2%)	138 (20.9%)
5.	I am proud to work for my institution because of the pleasant working conditions.	318 (48.3%)	228 (34.3%)	12 (1.8%)	75 (11.3%)	25 (3.6%)

Table 4.11 shows for statement no 1 'I proud of my institution as a teacher' that 2.4% teachers strongly disagreed, 1.5% teachers disagreed, 1.6% teachers were neutral, 36.6% educators approved and 57.5% educators intensely approved with it. Therefore, it is determined from the results that greater part of educators teaching at secondary level agreed that they proud of their institution as a teacher. Results of statement no 2 'I socialize easily with other teachers' displays that 10% teachers strongly disagreed, 6.0% teachers disagreed, 1.6% teachers were neutral, 45.5% educators corresponded and 36.6% educators intensely approved with it. So, it is determined from the results that greater part of educators teaching at secondary level agreed that they socialize easily with other teachers. Statement 3 'I get constructive criticism related to my teaching from my principal' exhibits that 6.0% teachers strongly disagreed, 1.6% teachers disagreed, 1.9% teachers were neutral, 50.7% educators approved and 39.5%

educators intensely approved with it. Therefore, it is determined from the results that greater part of educators teaching at secondary level agreed that they get constructive criticism related to their teaching from their principles. Results of statement no 4 'I feel satisfied because of the comfort I am provided at work' explains that 28.1 % teachers strongly disagreed, 26.5% teachers disagreed, 3.0 % teachers were neutral, 21.2% teachers agreed and 20.9% teachers strongly agreed with the statement. Therefore, it is determined from the results that greater part of educators teaching at secondary level disagreed that they feel satisfied because of the comfort they are provided at work. Statement no 5 'I am proud to work for my institution because of the pleasant working conditions' shows that 48.3 % teachers strongly disagreed, 34.7% teachers disagreed, 1.8% educators were impartial, 11.3% educators agreed and 3.6% teachers intensely approved with it. So, it is determined from the results that greater part of educators teaching at secondary level they are proud to work for their institution because of the pleasant working condition.

Table. 4. 12 Salary (Dimension of Work Motivation)

S.No	Statements	SDA	DA	N	AG	SA
6.	I am satisfied with my pay.	418 (63.5%)	128 (19.5%)	12 (1.8%)	75 (11.3%)	25(3.7%)
7.	My salary provides me the living that I want.	349 (53%)	178 (27%)	10 (1.5%)	65 (9.8%)	56 (8.5%)
8.	My salary is hardly enough to live in.	239 (36.3%)	278 (27%)	12 (1.5%)	72 (9.8%)	57 (8.5%)
9.	The pay I receive is appropriate for the work I do.	257 (39%)	196 (29.7%)	20 (3%)	98 (14.8%)	87 (13.2%)
10.	Being a teacher provides me with financial security.	160 (24.3%)	178 (27%)	70 (10.6%)	120 (18.2%)	130 (19.7%)

Table 4.12 displays that statement no 6 'I am satisfied with my pay' indicates 63.5 % teachers strongly disagreed, 19.5% teachers disagreed, 1.8% educators were impartial, 11.3% educators agreed and 3.7% educators intensely harmonised with it. Therefore, it is determined from the results that greater part of educators teaching at secondary level strongly disagreed that they are satisfied with their pay. Statement no 7 'My salary provides me the living that I want' shows that 53.0 % teachers strongly disagreed, 27% teachers disagreed, 1.5% educators were impartial, 9.8% teachers agreed and 8.5% educators intensely harmonised with it. As a result, it is determined from the results that greater part of educators teaching at secondary level strongly disagreed that their salary provides them the living that they want. Results of statement no 8 'My salary is hardly enough to live in' exhibits that 36.3 % secondary school

teachers strongly disagreed, 27% teachers disagreed, 1.5% teachers were neutral, 9.8% teachers agreed and 8.5% teachers strongly agreed with the statement. Therefore, it is determined from the results that greater part of educators teaching at secondary level strongly disagreed that their salary is hardly enough to live in. Results of statement no 9 'The pay I receive is appropriate for the work I do' displays that 39 % secondary level teachers were strongly disagreed, 29.7% teachers disagreed, 3.0% teachers were neutral, 14.8% teachers displayed agreement and 13.2% teachers strongly agreed with the statement. So, it is determined from the results that greater part of educators teaching at secondary level strongly disagreed that the pay they receive is appropriate for the work they do. Statement no 10 'Being a teacher provides me with financial security' shows that 24.3% teachers strongly disagreed, 27% teachers were disagreed, 10.6% teachers were neutral, 18.2% teachers showed agreement and 19.7% teachers displayed strong agreement with the mentioned statement. Therefore, it is determined from the results that greater part of educators teaching at secondary level disagreed that being a teacher provides them with financial security.

Table. 4. 13 Supervision (Dimension of Work Motivation)

S. No	Statements	SDA	DA	N	AG	SA
11.	The principal assists the teachers when they need help.	50(7.5%)	70(10.6%)	11(1.6%)	282(42.8%)	245(37.2%)
12.	The principal behaves equally towards every teacher.	66(9.5%)	74(10.8%)	13(1.9%)	250(37.9%)	255(38.7%)
13.	The principal makes me feel comfortable.	56(8.5%)	78(11.8%)	18(2.7%)	245(37.2%)	261(39.6%)
14.	The school administration provides educational material that I need for my work.	87(13.2%)	65(9.8%)	14(2.1%)	276(41.9%)	216(32.8%)
15.	I feel my performance has improved because of the support from my principal.	101(15.3%)	99(15%)	12(1.8%)	237(36%)	209(31.7%)
16.	I receive recognition from my principal for my good results.	56(8.5%)	74(11.2%)	15(2.2%)	245(37.2%)	268(40.7%)

Table 4.13 shows that for statement no 11 'The principal assists the teachers when they need help' 7.5% teachers strongly disagreed, 10.6% teachers disagreed, 1.6% teachers were neutral, 42.8% teachers showed agreement with the statement and 37.2% teachers displayed strong agreement with the statement. As a result, it is determined from the results that greater part of educators teaching at secondary level agreed that their principal assists the teachers when they need help. Statement no 12 'The principal behaves equally towards every teacher' expresses that 9.5% teachers were strongly disagreed, 10.8 % teachers disagreed, 1.9% were neutral, 37.9% educators were corresponded and 38.7% teachers showed strong agreement with the statement. it is determined from the results that greater part of educators teaching at secondary level strongly agreed that the principal behaves equally towards every teacher. Results of 13th statement 'The principal makes me feel comfortable' shows that 8.5% teachers were

strongly disagreed, 11.8% teachers disagreed, 2.7% were neutral, 37.2% were agreed and 39.6% teachers displayed strong agreement with the statement. According to the table, greater number of the teachers strongly agreed that the principal makes them feel comfortable. Statement no 14th 'The school administration provides educational material that I need for my work' indicates that 13.2% teachers strongly disagreed, 9.8% teachers disagreed, 2.1% were neutral, 41.9% were corresponded and 32.8% educators displayed strong agreement with the statement. it is determined from the results that greater part of educators teaching at secondary level agreed that the school administration provides educational material that teachers need for their work. Results of statement no 15th 'I feel my performance has improved because of the support from my principal' indicates that 15.3% teachers strongly disagreed, 15.0% teachers disagreed, 1.8% teachers were neutral, 36.0 % educators corresponded and 31.7% educators showed strong agreement with the statement. it is determined from the results that greater part of educators teaching at secondary level agreed that they feel their performance has improved because of the support from their principal. Statement no 16th 'I receive recognition from my principal for my good results' specifies that 8.5% teachers strongly disagreed, 11.2 % teachers disagreed, 2.2% teachers were neutral, 37.2% educators corresponded and 40.7% teachers displayed strong agreement with the statement. The table shows that it is determined from the results that greater part of educators teaching at secondary level strongly agreed that they receive recognition from their principal for their good results.

Table. 4.14 Relationships (Dimension of Work Motivation)

S.No	Statements	SDA	DA	N	AG	SA
17.	I get along well with my colleagues.	44 (6.6%)	51 (7.7%)	18 (2.7%)	281 (42.7%)	264 (40.1%)
18.	My colleagues are helpful and friendly.	51 (7.7%)	63 (9.5%)	17 (2.5%)	280 (42.5%)	247 (37.5%)
19.	My colleagues support me with good suggestions and feedback about my teaching.	66 (10%)	75 (11.3%)	20 (3%)	265 (40.2%)	232 (35.2%)
20.	My colleagues support me to do better work.	89 (13.5%)	77 (11.7%)	18 (2.7%)	244 (37%)	230 (34.9%)

Table 4.14 shows that for statement no 17 'I get along well with my colleagues' 6.6% teachers strongly disagreed, 7.7% teachers were disagreed, 2.7% teachers were impartial, 42.7% educators were agreed and 40.1% secondary level educators showed strong agreement with the statement. However, it is determined from the results that greater part of educators teaching at secondary level agreed that they get along well with their colleagues. Statement no 18 'My colleagues are helpful and friendly' indicates that 7.7% secondary level teachers strongly disagreed, 9.5% teachers were disagreed, 2.5% educators were impartial, 42.5% educators were agreed and 37.5% educators displayed strong agreement with the statement. So, it is determined from the results that greater part of educators teaching at secondary level agreed that their colleagues are helpful and friendly. Results of statement no 19 'My colleagues support me with good suggestions and feedback about my teaching' explains that 10% teachers strongly disagreed, 11.3% secondary level educators showed disagreement, 3 % teachers were impartial, 40% teachers displayed agreement and 35.2% teachers

displayed strong agreement with the statement. it is determined from the results that greater part of educators teaching at secondary level agreed that their colleagues support them with good suggestions and feedback about their teaching. Results of statement no 20 'My colleagues support me to do better work' displays that 13.5% teachers showed strong disagreement, 11.7% educators were disagreed, 2.7% educators were impartial, 37 % teachers were agreed and 34.9% educators displayed strong agreement with the statement. The tables indicate that majority of the teachers agreed that their colleagues support them to do better work.

Table. 4.15 Security (Dimension of Work Motivation)

S.No	Statements	SDA	DA	N	AG	SA
21.	I believe my job is secure.	94 (14.2%)	87 (13.2%)	19 (2.8%)	235 (35.7%)	223 (33.8%)
22.	I feel safe working at my workplace.	55 (8.3%)	61 (9.2%)	22 (3.3%)	245 (37.2%)	275 (41.7%)
23.	Being a teacher provides me feeling of secure future.	85 (12.9%)	71 (10.7%)	18 (2.7%)	249 (37.8%)	235 (35.7%)
24.	My workplace is located in an area where I feel comfortable.	96 (14.5%)	83 (12.6%)	20 (3%)	235 (35.7%)	224 (34%)

Table 4.15 indicates that for statement no 21 'I believe my job is secure' 14.2% secondary level teachers strongly disagreed, 13.2% educators were disagreed, 2.8% educators were neutral, 35.7% educators were agreed and 33.8% educators showed strong agreement with the statement. The table determined from the results that greater part of educators teaching at secondary level agreed that they believe their job is secure. Results of statement no 22 'I feel safe working at my workplace' shows that 8.3% educators displayed strong disagreement, 9.2% educators were disagreed, 3.3% were impartial, 37.2% educators were agreed and 41.7% educators displayed strong agreement with the statement. it is determined from the results that greater part of educators teaching at secondary level strongly agreed that they feel safe working at their workplaces. Statement no 23 'Being a teacher provides me feeling of secure future' indicates that 12.9% educators showed strong disagreement, 10.7% teachers were agreed, 2.7% educators were impartial, 37.8% educators were agreed and 35.7% strongly agreed with the statement. The table determined from the results that greater part of educators teaching at secondary level agreed that being a teacher provides them

feeling of secure future. Results of statement no 24 'My workplace is located in an area where I feel comfortable' describes that 14.5% educators presented strong disagreement, 12.6% educators showed agreement, 3.0% educators were impartial, 35.7% educators were agreed and 34% educators presented strong agreement with the statement. The table indicates that majority of the secondary level teachers agreed that their workplace is located in an area where they feel comfortable.

Table. 4.16 Advancement (Dimension of Work Motivation)

S.No	Statements	SDA	DA	N	AG	SA
25.	I get an opportunity of promotion as a teacher.	188(28%)	175(26%)	17(2%)	145(22%)	133(20%)
26.	My job allows me to learn new skills for career advancement.	89(13%)	85(12%)	16(2%)	239(36%)	229(34%)
27.	I am making progress in my present teaching position as a teacher.	94(14%)	88(13%)	21(3%)	239(36%)	216(32%)
28.	I have limited opportunities for advancement as a teacher.	182(27%)	188(28%)	23(3%)	139(22%)	126(19%)

Table 4.16 shows that for statement no 25 'I get an opportunity of promotion as a teacher' 28.5% educators showed strong disagreement, 26.5% educators were disagreed, 2.5% educators were neutral, 22% educators were agreed and 20.2% educators showed strong agreement with the statement. The table determined from the results that greater part of educators teaching at secondary level strongly disagreed that they get an opportunity of promotion as a teacher. Results of statement no 26 'My job allows me to learn new skills for career advancement' displays that 13.5% teachers were strongly disagreed, 12.9% teachers were disagreed, 2.4% teachers were neutral, 36.3% were agreed and 34.8% teachers were strongly agreed with the statement. Therefore, the information from the above table indicates that large number of the educators corresponded that their job allows them to learn new skills for career advancement. Statement no 27 'I am making progress in my present teaching position as a teacher' displays that 14.2% educators displayed strong disagreement, 13.3% educators were disagreed, 3.1% educators were impartial, 36.3% educators showed

agreement and 32.8% educators displayed strong agreement with the statement. Thus, the table determined from the results that greater part of educators teaching at secondary level agreed that they are making progress in their present teaching position as a teacher. Results of statement no 28 'indicates that 27.6% educators showed strong disagreement, 28.5% educators were disagreed, 3.4% educators were impartial, 21.1% educators were agreed and 19.1% educators showed strong agreement with the statement. Consequently, the table determined from the results that greater part of educators teaching at secondary level disagreed with the statement that they have limited opportunities for advancement as a teacher.

Table. 4.17   Work Itself (Dimension of Work Motivation)

S.No	Statements	SDA	DA	N	AG	SA
29.	I feel myself creative and productive as a teacher.	92 (13%)	88 (13%)	20 (3%)	239 (36%)	219 (33%)
30.	My work is exciting and challenging.	76 (11%)	68 (10%)	19 (2%)	255 (38%)	240 (36%)
31.	Teaching provides me an opportunity to use variety of abilities.	89 (13%)	88 (13%)	21 (3%)	235 (35%)	225 (34%)
32.	I have freedom to take my own decisions while doing my job.	249 (37%)	237 (36%)	17 (2%)	70 (10%)	85 (12%)

Table 4.17 describes that for statement no 29 'I feel myself creative and productive as a teacher' 13.9% teachers strongly disagreed, 13.3% educators were disagreed, 3.0 % educators were neutral, 36.3% educators were agreed and 33.2% teachers were strongly agreed with the statement. However, the table determined from the results that greater part of educators teaching at secondary level agreed that they feel themselves creative and productive as a teacher. Results of statement no 30 'My work is exciting and challenging' shows that 11.5% teachers were strongly disagreed, 10.3% educators were disagreed, 2.8% educators were neutral, 38.7% educators were agreed and 36.4% educators displayed strong agreement with the statement. However, from the table it is determined from the results that greater part of educators teaching at secondary level agreed that their work is exciting and challenging. Statement no 31 'Teaching provides me an opportunity to use variety of abilities' describes that 13.5% educators showed strong disagreement, 13.3% educators showed disagreement, 3.1% were neutral, 35.7% educators showed agreement and 34.1% teachers were strongly agreed with the statement. However, the table reflects that large number of the teachers

corresponded that teaching provides them an opportunity to use variety of abilities. Results of statement no 32 'I have freedom to take my own decisions while doing my job' indicates that 37.8% teachers strongly disagreed, 36% teachers disagreed, 2.5% teachers were neutral, 10.6% educators were agreed and 12.9% teachers displayed strong agreement with the statement. However, it is determined from the results that greater part of educators teaching at secondary level strongly disagreed that they have freedom to take their own decisions while doing their job.

Table. 4.18   Responsibility (Dimension of Work Motivation)

S.No	Statements	SDA	DA	N	AG	SA
33.	I take responsibility of my teaching.	69 (10%)	67 (10%)	21 (3%)	244 (37%)	257 (39%)
34.	As a teacher, I am aware of general policies of my school.	68 (10%)	75 (11%)	18 (2%)	234 (35%)	263 (39%)
35.	I complete assigned tasks in time.	67 (10%)	60 (9%)	16 (2%)	244 (37%)	271 (41%)

Table 4.18 shows that for statement no 33 'I take responsibility of my teaching' 10.4% teachers strongly disagreed, 10.1% teachers disagreed, 3.1% educators were impartial, 37% educators displayed agreement and 39% educators presented strong agreement with the statement. However, it is determined from the results that greater part of educators teaching at secondary level strongly agreed that they take responsibility of their teaching. Results of statement no 34 'As a teacher, I am aware of general policies of my school' displays that 10.3% teachers strongly disagreed, 11.3% teachers disagreed, 2.7% teachers were neutral, 35.5% educators showed agreement and 39.9% educators showed strong agreement with the statement. The table determined from the results that greater part of educators teaching at secondary level strongly agreed that as a teacher, they are aware of general policies of their school. Statement no 35 'I complete assigned tasks in time' indicates that 10.1% teachers strongly disagreed, 9.1% educators disagreed, 2.4% educators were impartial, 37% educators agreed and 41.1% educators showed strong disagreement with the statement. However, it is determined from the results that greater part of educators teaching at secondary level strongly agreed that they complete assigned tasks in time.

Table. 4.19 Growth (Dimension of Work Motivation)

S.No	Statements	SDA	DA	N	AG	SA
36.	I am proud to work in my institution because I feel I have grown as a person.	87 (13%)	70 (10%)	19 (2%)	251 (38%)	231 (35%)
37.	My job allows me to grow and develop as a person.	74 (11%)	67 (10%)	20 (3%)	255 (38%)	242 (36%)
38.	My job allows me to improve my experience, skills and performance.	86 (13%)	79 (12%)	20 (3%)	243 (36%)	230 (34%)

Table 4.19 describes that for statement no 36 'I am proud to work in my institution because I feel I have grown as a person' 13.2% teachers strongly disagreed, 10.6% teachers disagreed, 2.8% educators were impartial, 38.1% educators were agreed and 35.1% educators showed strong disagreement with the statement. As a result, from the table it is determined from the results that greater part of educators teaching at secondary level agreed that they are proud to work in their institution because they feel they have grown as a person. Statement no 37 'My job allows me to grow and develop as a person' displays that 11.2% teachers strongly disagreed, 10.1% teachers disagreed, 3.0% educators were impartial, 38.7% educators were agreed and 36.7% educators showed strong disagreement with the statement. However, the table it is determined from the results that greater part of educators teaching at secondary level agreed that their job allows them to grow and develop as a person. Results of statement no 38 'My job allows me to improve my experience, skills and performance' describes that 13%

teachers strongly disagreed, 12% teachers agreed, 3% teachers were neutral, 36.9% educators showed agreement and 34.9% educators displayed strong agreement with the statement. It is determined from the results that greater part of educators teaching at secondary level agreed that their job allows them to improve their skills.

Table. 4.20   Achievement (Dimension of Work Motivation)

S.No	Statements	SDA	DA	N	AG	SA
39.	I am proud to work in this institution because it recognizes my achievements.	72 (10%)	84 (12%)	23 (3%)	229 (34%)	250 (37%)
40.	I feel satisfied with my job because it gives me feeling accomplishment.	60 (9%)	65 (9%)	18 (2%)	249 (37%)	266 (40%)
41.	I have contributed towards my institution in a positive manner.	60 (9%)	65 (9%)	18 (2%)	249 (37%)	266 (40%)

Table 4.20 indicates that for statement no 39 'I am proud to work in this institution because it recognizes my achievements' 10.9% teachers strongly disagreed, 12.7% teachers disagreed, 3.4% teachers were neutral, 34.8% were agreed and 37.9% teachers were strongly agreed with the statement. However, it is determined from the results that greater part of educators teaching at secondary level strongly agreed that they are proud to work in this institution because it recognizes their achievements. Statement no 40 'I feel satisfied with my job because it gives me feeling accomplishment' shows that 9.1% teachers strongly disagreed, 9.8% teachers were disagreed, 7% teachers were neutral, 37.8% educators showed agreement and 40.4% educators showed strong agreement with the statement. As a result, table concludes that majority of t it is determined from the results that greater part of educators teaching at secondary level teachers strongly agreed that they feel satisfied with their job because it gives them feeling of accomplishment. Statement no 41 'I have contributed towards my institution in a positive manner' indicates that 9.1% teachers strongly disagreed, 9.8% teachers disagreed, 2.7% teachers were neutral, 37.8% educators displayed

agreement and 40.4% educators presented strong agreement with the statement. However, large number of the teachers strongly agreed that they have contributed towards their institution in positive manner.

Objective No1: To evaluate level of OCB of teachers at secondary school level.

Table.No.4.21

Mean score of Organizational Citizenship Behaviour and its sub scales (N= 658)

Sr. No	Variable	Mean	Result
1.	Conscientiousness	3.7	Agree
2.	Sportsmanship	3.8	Agree
3.	Civic Virtue	3.9	Agree
4.	Courtesy	4.3	Strongly agree
5.	Altruism	3.2	Agree
6.	Organizational Citizenship Behaviour	3.8	Agree

Table 4.21 demonstrates the mean value of organizational citizenship behaviour and its sub scales of secondary level teachers. Results displays that mean score of conscientiousness is 3.7, 3.8 is for sportsmanship, 3.9 is for civic virtue, 4.3 is for courtesy, and 3.2 is for altruism. Therefore, highest mean score is observed against courtesy (4.3) and lowest mean score is observed against altruism (3.2). Teachers showed agreed responses towards organizational citizenship behaviour.

Objective No 2. To find out level of work motivation of teachers at secondary school level.

Table. No. 4.22.

Mean score of Work motivation and its subscales

Sr. No	Variable	Mean	Result
1.	Working condition	3.1	Neutral
2.	Salary	4.0	Agree
3.	Supervision	4.5	Strongly agree
4.	Relationships	4.5	Strongly agree
5.	Security	3.8	Agree
6.	Advancement	3.8	Agree
7.	Work Itself	4.2	Strongly agree
8.	Responsibility	4.5	Strongly agree
9.	Growth	4.7	Strongly agree
10.	Achievement	4.6	Strongly agree
11.	Work Motivation	4.2	Strongly agree

Table 4.22 describes the mean value of work motivation and its sub scales. It shows that mean score of working condition is 3.1, 4.0 is of salary, 4.5 is of supervision, 4.5 is of relationships, 3.8 is of security, 3.8 is of advancement, 4.2 is of work itself, 4.5 is of responsibility, 4.7 is of growth and 4.6 is of achievement. The highest mean score is observed against growth (4.7) whereas neutral response of teachers is observed against working condition (3.1). Kwok Kuen Tsang (2012) also concluded that having a neutral response option supported the measurement of both data reliability and validity, which helped avoid forcing respondents to choose a direction. Teachers showed agreed responses towards work motivation.

Objective No 3. To analyse the demographic variables i-e gender, qualification, age, teaching tenure and socio-economic status-based differences regarding OCB of teachers at secondary school level.

Ho 1 There is no significant difference in the teachers' OCB on the basis of their gender at   secondary school level.

Table 4.23

Gender Wise Mean and t-test based on Secondary School teacher's OCB.

 (N= 658)

Dimensions	Male Mean	Female Mean	df	t(656)	p
Consciousness	17.9	19.0	651.9	-4.59	.141
Sportsmanship	19.3	18.8	645.9	2.27	.007
Civic virtue	16.2	15.6	655.5	3.61	.435
Courtesy	21.2	21.9	604.8	-5.17	.000
Altruism	15.9	16.1	630.5	-475	.000
OCB	95.1	93.4	650.6	-1.39	.008

According to the results shown in table 4.23 gender-based differences for OCB were found significant. It reveals that there exist significant gender differences in OCB between male and female teachers teaching at secondary school level t (656) = -1.39, p= .008. However, results indicate that male teachers have shown higher level of OCB (Mean=95.1) as compared to female teachers (Mean=93.4). This showed that both male and female Secondary School teachers have not similar level of OCB. Therefore, the hypothesis 'There is no significant gender- based difference regarding OCB of Secondary School teachers' is not accepted.

Ho 2   There is no significant difference in the teachers OCB on the basis of their qualification at secondary school level.

 Table 4.24

Analysis of variance (ANOVA) based on OCB of teachers with respect to qualification.

Dimensions	Bachelors	Masters	M.Phil	PhD	*F*	*p*
	Mean	Mean	Mean	Mean		
Consciousness	19.1	18.9	18.4	18.7	.099	.960
Sportsmanship	17.9	17.3	16.8	17.4	.053	.984
Civic virtue	15.8	16.0	15.2	15.9	.582	.627
Courtesy	20.2	19.9	20.4	19.4	.697	.554
Altruism	14.4	14.9	15.4	14.2	.219	.883
OCB	88.0	87.5	86.5	86.1	.059	.981

According to table 4.24, One Way ANOVA was conducted to show OCB of teachers with respect to their qualification. It indicates an insignificant difference whereas *F*=. 059 p= .981 of secondary school teachers OCB related to qualification group at .05 level of significance. According to this result, hypothesis 'There is no significant difference regarding OCB of Secondary School teachers based on their qualification group' is accepted.

Ho 3   There is no significant difference in the teachers' OCB on the basis of their age at secondary school level.

Table 4.25

Analysis of variance (ANOVA) based on OCB of teachers with respect to age.

Dimensions	25-30 years	31-35 years	36-40 years	41-45 years	46-50 years	Above 51 years	F	p
	Mean	Mean	Mean	Mean	Mean	Mean		
Consciousness	14.5	18.6	17.5	21.4	20.6	19.5	346.4	.000
Sportsmanship	13.3	19.1	18.5	18.1	17.8	14.6	150.7	.000
Civic virtue	15.6	16.0	16.1	15.8	15.4	14.9	.608	.694
Courtesy	18.2	21.3	21.5	19.6	18.6	19.0	245.6	.000
Altruism	13.5	15.8	15.4	14.5	15.3	14.0	40.0	.000
OCB	66.5	91.3	92.1	98.8	93.4	89.5	160.3	.000

According to table 4.25, One Way ANOVA is explained related to OCB of teachers with respect to their age. It indicates significant difference whereas $F= 160.3$. $p= .000$ of secondary school teachers OCB related to age group at .05 level of significance. According to this result, hypothesis 'There is no significant difference regarding OCB of Secondary School teachers based on their age group' is not accepted.

Table 4.26
Post Hoc table of age group comparison
Multiple Comparisons
OCB
LSD

(I) Age of the participants	(J) Age of the participants	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
25-30 years	31-35 years	-24.80*	1.21	.000	-27.17	-22.42
	36-40 years	-25.54*	1.23	.000	-27.97	-23.11
	41-45 years	-32.28*	1.25	.000	-34.73	-29.82
	46-50 years	-26.82*	1.62	.000	-30.01	-23.63
	More than 51 years	-22.92*	2.26	.000	-27.36	-18.48
31-35 years	25-30 years	24.80*	1.21	.000	22.42	27.17
	36-40 years	-.74025	1.21	.541	-3.1180	1.63
	41-45 years	-7.48145*	1.22	.000	-9.8864	-5.07
	46-50 years	-2.02024	1.60	.208	-5.1709	1.13
	More than 51 years	1.87355	2.24666	.405	-2.5380	6.28
36-40 years	25-30 years	25.54225*	1.23711	.000	23.1131	27.9
	31-35 years	.74025	1.21089	.541	-1.6375	3.11
	41-45 years	-6.74120*	1.25068	.000	-9.1970	-4.28
	46-50 years	-1.27999	1.62440	.431	-4.4697	1.90
	More than 51 years	2.61380	2.26090	.248	-1.8257	7.05
41-45 years	25-30 years	32.28345*	1.25068	.000	29.8276	34.73
	31-35 years	7.48145*	1.22475	.000	5.0765	9.88
	36-40 years	6.74120*	1.25068	.000	4.2854	9.19
	46-50 years	5.46121*	1.63476	.001	2.2512	8.67
	More than 51 years	9.35500*	2.26835	.000	4.9008	13.80
46-50 years	25-30 years	26.82224*	1.62440	.000	23.6326	30.01
	31-35 years	2.02024	1.60453	.208	-1.1304	5.17
	36-40 years	1.27999	1.62440	.431	-1.9097	4.46
	41-45 years	-5.46121*	1.63476	.001	-8.6712	-2.25
	More than 51 years	3.89379	2.49397	.119	-1.0034	8.79
More than 51 years	25-30 years	22.92845*	2.26090	.000	18.4889	27.36
	31-35 years	-1.87355	2.24666	.405	-6.2851	2.5380
	36-40 years	-2.61380	2.26090	.248	-7.0533	1.8257
	41-45 years	-9.35500*	2.26835	.000	-13.8092	-4.9008
	46-50 years	-3.89379	2.49397	.119	-8.7910	1.0034

*. The mean difference is significant at the 0.05 level.

There is a statistically significant difference between different age group on OCB as determined by one-way ANOVA ($F = 160.35$, $p = .000$). An LSD post-hoc test reveals that OCB mean is statistically significant in 25-30 years of age groups ($p = .000$), 41-45 years of age group ($p = .000$) and 16-20 years ($p = .002$). There are no statistically significant differences on 31-35 years age group ($p = .405$), 36-40 years age group ($p = .248$) and 46-50 years age group ($p = .119$).

Ho 4   There is no significant difference in the teachers OCB on the basis of their teaching tenure at secondary level.

Table. 4.27

Analysis of variance (ANOVA) based on OCB of teachers with respect to teaching tenure.

Dimensions	Less than a year	1-5 years	6-10 years	More than 10 years	F	p
	Mean	Mean	Mean	Mean		
Consciousness	16.2	16.8	18.7	21.1	23.2	.000
Sportsmanship	17.1	16.9	17.9	18.4	6.98	.000
Civic virtue	16.2	15.8	15.6	16.1	1.118	.313
Courtesy	18.8	19.1	18.5	18.1	13.0	.000
Altruism	15.3	16.2	15.1	15.9	3.42	.017
OCB	82.8	83.1	87.4	91.9	12.9	.000

According to table 4.27, One Way ANOVA is explained related to OCB with respect to teaching tenure of teachers at secondary level. It indicates significant difference whereas $F= 12.90$. $p= .000$ of secondary school teachers OCB related to teaching tenure group at .05 level of significance. According to this result, hypothesis 'There is no significant difference regarding OCB of Secondary School teachers based on their teaching tenure group' is not accepted.

Table 4.28

Post Hoc table of teaching experience comparison

(I) Teaching experience of participants	(J) Teaching experience of participants	Mean Difference (I-J)	Std Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
Less than a year	1-5 years	-.322	2.64	.903	-5.52	4.87
	6-10 years	-4.65	2.57	.072	-9.71	.41
	More than 10 years	-9.15	2.54	.000	-14.15	-4.16
1-5 years	Less than a year	.322	2.64	.903	-4.87	5.52
	6-10 years	-4.33	1.59	.007	-7.46	-1.20
	More than 10 years	-8.83	1.53	.000	-11.85	-5.81
6-10 years	Less than a year	4.65	2.57	.072	-.41	9.71
	1-5 years	4.33	1.59	.007	1.20	7.46
	More than 10 years	-4.50	1.41	.002	-7.28	-1.72
More than 10 years	Less than a year	9.15	2.54	.000	4.16	14.15
	1-5 years	8.83	1.53	.000	5.81	11.85
	6-10 years	4.50	1.41	.002	1.72	7.28

*. The mean difference is significant at the 0.05 level.

There is a statistically significant difference between different teaching experiences on OCB as determined by one-way ANOVA ($F = 12.900$, $p = .000$). An LSD post-hoc test reveals that OCB mean is statistically significant in less than a years of teaching experience ($p = .000$), 1-5 years of teaching experience ($p = .000$), 6-10 years of teaching experience ($p = .002$) and more than 10 years of teaching experience ($p = .002$).

Table 4.29

Analysis of variance (ANOVA) based on OCB of teachers with respect to socio-economic status.

Dimensions	25000-30000	31000-40000	41000-50000	More than 50000	F	p
	Mean	Mean	Mean	Mean		
Consciousness	11.3	18.4	18.7	26.6	851.3	.000
Sportsmanship	13.2	18.9	19.1	19.0	253.6	.000
Civic virtue	15.6	15.9	14.8	15.3	.840	.472
Courtesy	15.0	20.4	18.5	18.2	606.6	.000
Altruism	11.3	15.7	16.2	15.8	65.8	.000
OCB	66.3	90.8	91.8	88.5	280.5	.000

According to table 4.29, One Way ANOVA is explained related to dimensions of OCB with respect to socio-economic status of teachers at secondary school level. It indicates significant difference whereas F= 280.5. p= .000 of Secondary School teachers OCB related to socio-economic status group at .05 level of significance. According to this result, hypothesis 'There is no significant difference regarding OCB of Secondary School teachers based on their socio-economic status group' is not accepted.

Table 4.30

Post Hoc table of socio-economic status comparison

Multiple Comparisons

OCB

LSD

(I) salary	(J) salary	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
25000-30000	31000-40000	-24.42655*	1.17375	.000	-26.7313	-22.1218
	41000-50000	-25.46948*	1.15159	.000	-27.7307	-23.2082
	more than 50000	-32.30979*	1.17697	.000	-34.6209	-29.9987
31000-40000	25000-30000	24.42655*	1.17375	.000	22.1218	26.7313
	41000-50000	-1.04294	1.09808	.343	-3.1991	1.1133
	more than 50000	-7.88325*	1.12467	.000	-10.0916	-5.6748
41000-50000	25000-30000	25.46948*	1.15159	.000	23.2082	27.7307
	31000-40000	1.04294	1.09808	.343	-1.1133	3.1991
	more than 50000	-6.84031*	1.10152	.000	-9.0033	-4.6774
more than 50000	25000-30000	32.30979*	1.17697	.000	29.9987	34.6209
	31000-40000	7.88325*	1.12467	.000	5.6748	10.0916
	41000-50000	6.84031*	1.10152	.000	4.6774	9.0033

*. The mean difference is significant at the 0.05 level.

There is a statistically significant difference between different socio-economic status of teachers on OCB as determined by one-way ANOVA ($F = 280.570$, $p = .000$). An LSD post-hoc test reveals that OCB mean is statistically significant in 25000-30000 salary ($p = .000$), 31000-40000 ($p = .000$), 41000-50000 salary ($p = .000$) and more than 50000 salary ($p = .000$).

Objective No 4. To explore the demographic variables i-e gender, qualification, age, teaching tenure and socio-economic status-based differences regarding OCB of teachers at secondary school level.

Ho 6   There is no significant difference in the teachers' work motivation on the basis of gender at secondary school level.

Table 4.31: Gender Wise Mean and t-test based on Secondary School teacher's work motivation. **(N= 658)**

Dimensions	Male Mean	Female Mean	df (656)	*t*	*p*
Working condition	27.7	27.4	646.6	.825	.027
Salary	20.1	19.5	2.41	654.7	.582
Supervision	28.6	26.3	648.6	13.2	.000
Relationships	17.4	16.4	656.0	6.68	.712
Security	10.3	10.1	647.3	1.55	.006
Advancement	16.0	15.1	645.1	5.51	.054
Work Itself	23.4	22.8	640.4	6.86	.000
Responsibility	19.0	17.9	389.6	16.8	.000
Growth	13.4	12.7	646.1	3.40	.002
Achievement	12.9	12.7	652.4	1.59	.173
Work Motivation	190.9	186.2	637.9	4.17	.005

According to the results indicates in table 4.31, gender differences for work motivation were found significant whereas *t* (656) =4.17 *p*=.005. It means that there exists significant gender-based difference in work motivation between male and female teachers teaching at secondary school level. However, results shows that male teachers have shown higher level of work motivation (Mean= 190.9) as compared to female teachers (Mean=186.2). This displays that both male and female Secondary School teachers have not similar level of work motivation. Therefore, the hypothesis 'There is no significant gender- based differences regarding work motivation of Secondary School teachers' is not accepted.

Ho 7.   There is no significant difference in the teacher's work motivation on the basis of their qualification at secondary school level.

Table 4.32

Analysis of variance (ANOVA) based on work motivation of teachers with respect to qualification.

Dimensions	Bachelor	Masters	M.Phil	PhD	F	p
	Mean	Mean	Mean	Mean		
Working condition	27.4	27.6	27.4	27.9	.328	.805
Salary	19.9	19.7	20.1	19.6	.803	.493
Supervision	27.4	27.9	27.4	27.2	1.95	.120
Relationships	16.8	17.0	16.8	17.0	.620	.602
Security	13.1	12.3	14.2	15.4	.516	.672
Advancement	15.4	15.8	15.3	15.6	1.20	.307
Work Itself	23.1	21.4	19.6	20.4	.223	.880
Responsibility	18.4	17.7	18.7	17.1	1.12	.339
Growth	13.6	14.8	13.1	13.0	.304	.822
Achievement	12.8	14.5	13.2	12.3	.160	.923
Work Motivation	188.0	188.9	189.2	188.7	.224	.879

According to table 4.32, One Way ANOVA is explained related to work motivation of teachers at secondary level. It indicates insignificant difference whereas F= .224. p= .879 of Secondary School teachers work motivation related to qualification status group at .05 level of significance. According to this result, hypothesis 'There is no significant difference regarding work motivation of Secondary School teachers based on their qualification status group' is accepted.

Ho 8. There is no significant difference in the teacher's work motivation on the basis of age.

Table 4.33

Analysis of variance (ANOVA) based on work motivation of teachers with respect to age.

Dimensions	25-30 years	31-35 years	36-40 years	41-45 years	46-50 years	Above 51 years	F	p
	Mean	Mean	Mean	Mean	Mean	Mean		
Working condition	20.1	29.4	29.9	27.6	25.5	27.2	117.5	.000
Salary	17.3	20.6	20.1	21.4	19.3	18.5	37.2	.000
Supervision	27.5	26.4	27.1	25.5	27.2	26.7	.784	.562
Relationships	16.9	17.2	16.5	18.2	19.2	17.1	.556	.734
Security	14.8	13.2	14.1	12.4	14.8	13.4	60.7	.000
Advancement	15.5	14.4	15.9	15.3	14.4	13.9	.653	.659
Work Itself	21.4	21.9	22.1	23.4	22.4	21.5	.762	.577
Responsibility	18.9	17.8	18.5	17.4	18.1	17.3	1.64	.145
Growth	13.1	14.3	13.2	14.7	14.2	14.1	427.3	.000
Achievement	12.4	13.5	13.9	12.5	12.8	13.1	888.5	.000
Work Motivation	171.0	190.0	191.2	199.5	194.2	188.5	104.1	.000

According to table 4.33, One Way ANOVA is explained related to work motivation of teachers at secondary level. It indicates significant difference whereas F= 104.15 p= .000 of Secondary School teachers work motivation related to age group at .05 level of significance. According to this result, hypothesis 'There is no significant difference regarding work motivation of Secondary School teachers based on their age group' is not accepted.

Table 4.34
Post Hoc table of age group comparison
Multiple Comparisons
Work Motivation
LSD

(I) Age of the participants	(J) Age of the participants	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
25-30 years	31-35 years	-18.94189*	1.28019	.000	-21.4557	-16.4281
	36-40 years	-20.19014*	1.30790	.000	-22.7584	-17.6219
	41-45 years	-28.51077*	1.32225	.000	-31.1072	-25.9144
	46-50 years	-22.95702*	1.71736	.000	-26.3292	-19.5848
	More than 51 years	-20.32254*	2.39028	.000	-25.0161	-15.6290
31-35 years	25-30 years	18.94189*	1.28019	.000	16.4281	21.4557
	36-40 years	-1.24825	1.28019	.330	-3.7620	1.2655
	41-45 years	-9.56888*	1.29484	.000	-12.1114	-7.0263
	46-50 years	-4.01513*	1.69635	.018	-7.3461	-.6842
	More than 51 years	-1.38065	2.37523	.561	-6.0447	3.2834
36-40 years	25-30 years	20.19014*	1.30790	.000	17.6219	22.7584
	31-35 years	1.24825	1.28019	.330	-1.2655	3.7620
	41-45 years	-8.32063*	1.32225	.000	-10.9170	-5.7242
	46-50 years	-2.76688	1.71736	.108	-6.1391	.6054
	More than 51 years	-.13239	2.39028	.956	-4.8260	4.5612
41-45 years	25-30 years	28.51077*	1.32225	.000	25.9144	31.1072
	31-35 years	9.56888*	1.29484	.000	7.0263	12.1114
	36-40 years	8.32063*	1.32225	.000	5.7242	10.9170
	46-50 years	5.55375*	1.72831	.001	2.1600	8.9475
	More than 51 years	8.18824*	2.39816	.001	3.4792	12.8973
46-50 years	25-30 years	22.95702*	1.71736	.000	19.5848	26.3292
	31-35 years	4.01513*	1.69635	.018	.6842	7.3461
	36-40 years	2.76688	1.71736	.108	-.6054	6.1391
	41-45 years	-5.55375*	1.72831	.001	-8.9475	-2.1600
	More than 51 years	2.63448	2.63670	.318	-2.5430	7.8119
More than 51 years	25-30 years	20.32254*	2.39028	.000	15.6290	25.0161
	31-35 years	1.38065	2.37523	.561	-3.2834	6.0447
	36-40 years	.13239	2.39028	.956	-4.5612	4.8260
	41-45 years	-8.18824*	2.39816	.001	-12.8973	-3.4792
	46-50 years	-2.63448	2.63670	.318	-7.8119	2.5430

*. The mean difference is significant at the 0.05 level.

There is a statistically significant difference between different age groups of teachers on work motivation as determined by one-way ANOVA (F = 104.158, p = .000). An LSD post-hoc test reveals that work motivation mean is statistically significant in 25-30 years of age group (p = .000) and 41-45 years of age group (p = .001). There are no statistically significant differences on 31-35 years age group (p = .561), 36-40 years age group (p = .956) and 46-50 years age group (p = .381).

Ho 9. **There is no significant difference in the teacher's work motivation on the basis of teaching tenure.**

Table 4.35. Analysis of variance (ANOVA) based on work motivation of teachers with respect to tea ching tenure.

Dimensions	Less than a year	1-5 years	6-10 years	More than 10 years	*F*	*p*
	Mean	Mean	Mean	Mean		
Working condition	26.4	26.1	24.3	28.3	6.06	.000
Salary	19.1	20.4	19.2	18.5	6.17	.000
Supervision	26.5	27.4	26.4	25.4	2.33	.073
Relationships	16.8	17.0	17.4	16.2	.802	.493
Security	14.3	15.4	17.4	16.4	2.55	.055
Advancement	15.6	17.5	16.4	15.7	.619	.603
Work Itself	22.7	23.4	23.6	21.6	2.11	.097
Responsibility	18.6	19.5	18.3	18.2	2.18	.088
Growth	14.5	13.8	13.6	14.7	16.0	.000
Achievement	13.5	15.4	13.7	14.5	19.5	.000
Work Motivation	184.0	183.9	189.0	191.8	11.19	.000

According to table 4.35, One Way ANOVA is explained related to work motivation of teachers at secondary level. It indicates insignificant difference whereas *F*= 11.19 p= .000 of Secondary School teachers work motivation related to teaching tenure status group at .05 level of significance. According to this result, hypothesis 'There is no significant difference regarding work motivation of Secondary School teachers based on their teaching tenure status group' is not accepted.

Table 4.36

Post Hoc table of teaching tenure comparison

Multiple Comparisons

Work Motivation

LSD

(I) Teaching experience of participants	(J) Teaching experience of participants	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Less than a year	1-5 years	.17399	2.52433	.945	-4.7828	5.1308
	6-10 years	-4.95029*	2.45845	.044	-9.7777	-.1229
	More than 10 years	-7.75104*	2.42448	.001	-12.5117	-2.9903
1-5 years	Less than a year	-.17399	2.52433	.945	-5.1308	4.7828
	6-10 years	-5.12428*	1.52010	.001	-8.1092	-2.1394
	More than 10 years	-7.92504*	1.46453	.000	-10.8008	-5.0493
6-10 years	Less than a year	4.95029*	2.45845	.044	.1229	9.7777
	1-5 years	5.12428*	1.52010	.001	2.1394	8.1092
	More than 10 years	-2.80076*	1.34780	.038	-5.4473	-.1542
More than 10 years	Less than a year	7.75104*	2.42448	.001	2.9903	12.5117
	1-5 years	7.92504*	1.46453	.000	5.0493	10.8008
	6-10 years	2.80076*	1.34780	.038	.1542	5.4473

*. The mean difference is significant at the 0.05 level.

There is a statistically significant difference between different teaching experiences of teachers on work motivation as determined by one-way ANOVA ($F = 11.191$, $p = .000$). An LSD post-hoc test reveals that work motivation mean is statistically significant in less than a year of teaching experience ($p = .001$), 1-5 years of teaching experience ($p = .000$) and 6-10 years of teaching experience ($p = .038$).

Ho.10   There is no significant difference in the teacher's work motivation on the basis of their socio-economic status.

Table 4.37

Analysis of variance (ANOVA) based on work motivation of teachers with respect to their socio-economic status.

Dimensions	25000-30000	31000-40000	41000-50000	More than 50000	F	p
	Mean	Mean	Mean	Mean		
Working condition	20.0	29.1	29.7	30.0	196.1	.000
Salary	17.0	20.6	20.7	19.5	62.2	.000
Supervision	26.6	24.5	25.6	24.3	.778	.506
Relationships	16.9	16.4	16.8	17.1	1.36	.252
Security	13.5	13.2	14.5	14.9	100.5	.000
Advancement	15.7	16.7	15.8	15.9	.663	.575
Work Itself	23.5	22.4	21.4	23.7	.839	.473
Responsibility	18.5	18.9	20.5	19.6	.735	.531
Growth	15.6	17.5	16.5	16.9	749.8	.000
Achievement	16.5	16.8	17.3	16.9	597.8	.000
Work Motivation	170.9	189.6	191.0	199.7	187.5	.000

According to table 4.37, One Way ANOVA is explained related to work motivation of teachers at secondary school level. It indicates significant difference F= 187.57, P= .000 of secondary school teachers work motivation related to socio-economic group at .05 level of significance. According to this result, hypothesis 'There is no significant difference regarding work motivation of secondary school teachers based on their socio-economic group' is not accepted.

Table 4.38

Post Hoc table of socio-economic status comparison

Multiple Comparisons

Work Motivation

LSD

(I) salary	(J) salary	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
25000-30000	31000-40000	-18.64260*	1.23575	.000	-21.0691	-16.2161
	41000-50000	-20.10650*	1.21242	.000	-22.4872	-17.7258
	more than 50000	-28.81257*	1.23915	.000	-31.2458	-26.3794
31000-40000	25000-30000	18.64260*	1.23575	.000	16.2161	21.0691
	41000-50000	-1.46390	1.15609	.206	-3.7340	.8062
	more than 50000	-10.16997*	1.18408	.000	-12.4950	-7.8449
41000-50000	25000-30000	20.10650*	1.21242	.000	17.7258	22.4872
	31000-40000	1.46390	1.15609	.206	-.8062	3.7340
	more than 50000	-8.70607*	1.15971	.000	-10.9833	-6.4289
more than 50000	25000-30000	28.81257*	1.23915	.000	26.3794	31.2458
	31000-40000	10.16997*	1.18408	.000	7.8449	12.4950
	41000-50000	8.70607*	1.15971	.000	6.4289	10.9833

*. The mean difference is significant at the 0.05 level.

There is a statistically significant difference between different socio-economic status of teachers on OCB as determined by one-way ANOVA ($F = 280.570$, $p = .000$). An LSD post-hoc test reveals that OCB mean is statistically significant in 25000-30000 salary ($p = .000$), 31000-40000 ($p = .000$), 41000-50000 salary ($p = .000$) and more than 50000 salary ($p = .000$).

Objective No. 5. To investigate relationship between OCB and work motivation of teachers at secondary school level.

Ho. 11 There is no significant relationship between organizational citizenship behaviour and work motivation of teachers at Secondary School level.

Table 4.39

Relationship between OCB and work motivation of teachers

No	Variable	N	Mean	SD	*r*	*p*
1	OCB	658	87.854	15.50		
					.744**	.000
2	Work motivation	658	188.5851	14.72		

According to table 4.39, result shows that there is significant positive relationship between OCB and work motivation of teachers r = .744**. It also reveals that if OCB increases than work motivation also increases and if OCB decreases than work motivation also decreases among secondary school teachers. According to this result, hypothesis 'There is no significant relationship between organizational citizenship behaviour and work motivation of teachers at Secondary School level' is not accepted.

Summary

This chapter of data analysis incorporates the statistical examination as well as explanation of outcomes which are mandatory for accomplishing the objectives as well as hypotheses of research study. Preliminary stage of this chapter illustrates demographics of samples. Following to this, descriptive statistics consist of mean score, SD and reliability which were also presented this chapter. For evaluating the objective number 1 and 2, Mean and SD was applied to find out the level of organizational citizenship behaviour and work motivation of teachers. The independent t- test was applied for null hypotheses Ho1 to Ho 6 and findings not accepted both hypotheses tested the mean differences in organizational citizenship behaviour and work motivation of secondary level teachers based on gender and results stated that there exist significant gender differences in organizational citizenship behaviour and work motivation of male and female teachers at secondary school level. Whereas the statistical test of ANOVA was performed to evaluate the null hypotheses Ho2, Ho3, Ho4, Ho5, Ho7, Ho8, Ho9 and Ho10 to Ho9 tested the mean differences in organizational citizenship behaviour and work motivation of secondary level teachers based on the qualification, age, teaching tenure and socio-economic status. Accordingly, in this chapter it was described that 327 male teachers and 331 female teachers had participated in this research study alongside with their valuable demographic statistics. Correspondingly, it also described that how they replied in the direction of both research questionnaires about OCB and work motivation. By means of descriptive measurement and assumption analysis it was established that teachers teaching at

secondary level have showed agreement towards OCB and work motivation. In the same way, positive relationship was shown between OCB and work motivation of teachers at secondary level.

Table.No.4.40		Summary of Analysis (N= 658)		
No	Objectives	Hypotheses	Description	Table No
1.	Assess level of organizational citizenship behaviour of teachers at secondary school level.		Descriptive measurements of level of organizational citizenship behaviour.	4.6 – 4.10 4.21
2.	Explore level of work motivation of teachers at secondary school level.		Descriptive measurements of teacher's level of work motivation.	4.11 – 4.20 4.22
3.	Find out demographic variables i-e gender, qualification, age, teaching tenure and socio-economic status-based difference regarding organizational citizenship behaviour of teachers at secondary school level.	H1: There is no significant difference in teachers' level of organizational citizenship behaviour on the basis of their gender.	t-test	4.23
		H2: There is no significant difference in teachers' level of organizational citizenship behaviour on the basis of their qualification.	ANOVA	4.24
		H3: There is no significant difference in teachers' level of organizational	ANOVA	4.25

		citizenship behaviour on the basis of their age.		
		H4: There is no significant difference in teachers' level of organizational citizenship behaviour on the basis of their teaching tenure.	ANOVA	4.27
		H5: There is no significant difference in teachers' level of organizational citizenship behaviour on the basis of their socio-economic status.	ANOVA	4.29
4.	Find out demographic variables i-e gender, qualification, age, teaching tenure and socio-economic status-based difference regarding work motivation of teachers at secondary school level.	H6: There is no significant difference in teachers' level of work motivation on the basis of their gender.	t-test	4.31
		H7: There is no significant difference in teachers' level of work motivation on the basis of their qualification.	ANOVA	4.32
		H8: There is no significant difference in teachers' level of work motivation on	ANOVA	4.33

		the basis of their age.		
		H9: There is no significant difference in teachers' level of work motivation on the basis of their teaching tenure.	ANOVA	4.35
		H10: There is no significant difference in teachers' level of work motivation on the basis of their socio-economic status.	ANOVA	4.37
5.	Find out relationship between organizational citizenship behaviour and work motivation of teachers at secondary school level.	There is no significant relationship between OCB and work motivation of teachers.	Correlation	4.39

CHAPTER 5

SUMMARY, FINDINDS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

This research work explores an approach of secondary school educators concerning OCB and work motivation. This study was proposed to; assess level of organizational citizenship behavior of teachers at Secondary School level; explore level of work motivation of teachers at Secondary School level; find out the demographic variables i-e gender, qualification, age, teaching tenure and socio-economic status based difference regarding organizational citizenship behavior of teachers at Secondary School level; find out demographic variables i-e gender, qualification, age, teaching tenure and socio-economic status based difference regarding work motivation of teachers at Secondary School level; find out relationship between organizational citizenship behavior and work motivation of teachers at Secondary School level. This research study was concerned with Organ's five-dimension model of OCB and Herzberg theory of motivation.

Descriptive study was employed in this research study and for this reason researcher applied a survey method. The population of this study was all teachers teaching at secondary level in Islamabad Model Schools. In the case of sample, stratified random sampling techniques was employed. 327 male teachers and 331 female teachers were carefully chosen from model schools of Islamabad. Two questionnaires were applied to gather data. Organizational Citizenship Behavior Scale (OCBS) established by Podsakoff

and Moorman (2006) and work motivation scale developed by Hilmi Italic (2016) were utilized for the research study. Mean, percentages, t-test and ANOVA by using SPSS were used to test the required data.

5.2. Findings

Objective.1 'To Assess level of organizational citizenship behavior of teachers at Secondary School level'

1.   The means of sub-scales of OCB showed that mean score of Conscientiousness is 3.7, 3.8 is for sportsmanship, 3.9 is for civic virtue, 4.3 is for courtesy, and 3.2 is for altruism. Therefore, it is concluded from the table that highest mean score is of courtesy (see table 4.21). Therefore, teachers in general showed positive attitude towards organizational citizenship behaviour. The teachers showed more involvement towards Courtesy that is institution centred dimension of OCB. It displays that teachers are more focused in the direction of providing benefit to their institution by offering welcoming working atmosphere by means of gracious communications with colleagues inside association in order to avoid complications. Courtesy is stated to a well-mannered and sympathetic manner concerning to other co-workers at place of work. Such type of attitude and behavior of workers progresses constructive societal collaboration between workers and on the other side it decreases the possible anxiety.

Objective.2 'To Explore level of work motivation of teachers at Secondary School level'

2.   The means of sub-scales of work motivation showed that mean score of working condition is 3.1, 4.0 is of salary, 4.5 is of supervision, 4.5 is of relationships, 3.8 is of security, 3.8 is of advancement, 4.2 is of work itself, 4.5 is of responsibility, 4.7 is of growth and 4.6 is of

achievement. So, it is concluded from the table that highest mean score is of growth (see table 4.22). Teachers in general showed positive attitude towards work motivation. The teachers showed more involvement towards growth and achievement that plays a significant role in enhancing work motivation of the teachers.

Objective.3 'To find out the demographic variables i-e gender, qualification, age, teaching tenure and socio-economic status-based difference regarding organizational citizenship behavior of teachers at Secondary School level'

On the basis of 3rd objective and hypotheses (H1), following findings had been established;

1. It had been found from the table 4.23 that concerning gender, mean value for male teachers was 20.74 and for female teachers was 18.39 regarding OCB and this difference in means was significant.

2. Through ANOVA, mean values between the qualifications were 42.382 and within the qualification groups were 157925.612 in the case of teachers' OCB (See Table 4.24). This variance was not significant.

3. The mean difference between the age groups was 87121.049 and within the age groups were 70846.945 in the case of teachers' OCB (See Table 4.25). This change was significant.

4. The mean difference between the teaching tenure groups were 8825.521 and within the teaching tenure groups were 149142.473 in the case of teachers' OCB (See Table 4.27). This change was significant.

5. The mean difference between the socio-economic status groups were 88896.422 and within the socio-economic status groups were 69071.572 in the case of teachers' OCB (See Table 4.29). This change was significant.

Objective.4 'To find out the demographic variables i-e gender, qualification, age, teaching tenure and

socio-economic status-based difference regarding work motivation of teachers at

Secondary School level'

On the basis of 4th objective and hypotheses (H2), following findings had been established;

6. Mean value for male teachers was 19.39 and for female teachers was 16.58 regarding work motivation and this difference in mean was significant (See Table 4.31).

7. Through ANOVA, mean values between the qualifications were 146.479 and within the qualification groups were 142293.255 in the case of teachers' work motivation. This variance was not significant (See Table 4.32).

8. The mean difference between the age groups was 63251.941 and within the age groups were 79187.793 in the case of teachers' work motivation. This change was significant (See Table 4.33).

9. The mean difference between the teaching tenure groups were 6955.273 and within the teaching tenure groups were 135484.461 in the case of teachers' work motivation. This change was significant (See Table 4.35).

10. The mean difference between the socio-economic status groups were 65878.010 and within the socio-economic status groups were 76561.724 in the case of teachers' work motivation. This change was significant. (See Table 4.37)

Objective.5 'Find out relationship between organizational citizenship behavior and work motivation of teachers at Secondary School level'

11. The value of 'r' was .744** that shows significant positive relationship between OCB and work motivation among secondary school teachers. (See Table 4.39)

5.3. Discussion

OCB is described as person actions and conduct that is flexible, not absolutely or unambiguously acknowledged by the prescribed incentive procedure, and that in the cumulative encourages the effectual working of the organization. Organizational citizenship behavior includes everything productive that workers do, of their personal determination, which strengthens workfellows also promotes the organizational expansion. Organizational citizenship behavior denotes to the conduct and behavior of a person that is not essential for an individual to execute; preferably they are individual selection of a person however which in turn play a role to organizational development and progress (Ashiq, 2020). Significance of OCB for administrative efficient working has been well planned out in latest times also experimental research studies recommends that OCB be a factor in role execution in assessment ranking (Podsakoff et al, 2011). The results of the study showed that teachers generally showed positive behaviour towards OCB and the teachers showed more involvement towards Courtesy that is institution centred dimension of OCB. It displays that teachers are more focused in the direction of providing benefit

to their institution by offering welcoming working atmosphere by means of gracious communications with colleagues inside association in order to avoid complications. This finding was defended with the work of Ahmet (2016) who found that teachers have high positive perception as well as exceedingly progressive ideas of OCB. A lot of comparable research works in the writings comprising those of Bolino(2014), Polat and Celep (2016), Porter (2017), Gunay and Yılmaz (2018), Ali (2015), Bogler (2017) and Ozturk (2010) have parallel findings. In the researches of Nielsen (2017), Rifai (2005), Stephen (2017), Korsgaard (2015), Pinder (2016), Ladd (2012) and Dickinson (2009), comparable outcomes were acquired. Teachers' high perception on organizational citizenship behaviors is exceedingly significant for education and training procedure. This is for the reason that the high level of opinion on the organizational citizenship behaviors in secondary schools will have a constructive impression on the work motivation of teachers as well as instruction in addition to physical activity in institutes play a role in establishment of a healthy school environment and also influence the learners' achievement absolutely. As a desired consequence, it is preferred and assessed to make sure high insight on organizational citizenship behaviors in every part of organizations particularly in schools.

The second foremost finding of this study was related to second objective of research study that teachers showed more involvement towards growth and achievement that plays a significant role in enhancing work motivation of the teachers. Wanto (2018) also showed similar findings in his research study that growth and achievement of employees are the two significant focused areas of any organization. The researcher

suggested that heads of the institution should create an anxiety free working environment and chances of promotion of teachers must be maximized on the basis of their achievement so that teachers can execute effectual performance. The researcher also suggested that educator's participation in judgement making was essential as well as training for teachers could stimulate teachers and refining administration exercises could prove practical in encouraging teachers. Study conducted by Sharma (2014) found out that teachers develop work motivation when they get chances of promotion and enhanced their learning in the organization. This eventually nurtures a sentiment to be a part of their particular educational institutions and devote their rest of career with that institution. According to Sharma (2014) highest correlation is witnessed between growth and work motivation signifying that when bosses cope with the complications of juniors and have affection for them, then it in the long run raise motivation and satisfaction with work on the part of employees. Head's uniformity of conduct concerning juniors, displaying apprehension for their profession advancement, team oriented and obliging can affect workers approach in a way that they start relishing their works and also desire to devote their career in the organization they are committed with. In nutshell, answers of the respondents point out that most of the educators feel ethical responsibilities to stay dedicated to their institution due to optimistic opportunities of growth. Ingram (2020) also investigated in his study that teachers contributing in the study seemed pleased with the components of the growth and achievement factor, although the school functioning setting added more powerfully to their work motivation.

Third objective of study was related with the teachers' OCB of secondary level teachers with respect to gender, qualification, age, teaching tenure and socio-economic status Significant difference was found with the teacher's OCB on the basis of gender. This finding was advocated or thoroughly associated with the work of Gulseren (2017) found out that male teachers described higher OCB scores than female teachers. Haziazi (2017) also employed Organ's five facets and results discovered that male employees self-reported greater OCB than did female workers. Consequently, this finding was advocated with the work of various investigators or intellectuals such as Schusterschitz et al. (2016); Piercy et al. (2006), Ryan (2017); Kidder (2014); Emmerik and Jawahar (2016). Jenaabadi (2015); Organ and Ryan (2017); Kidder and Mc Lean Park (2017); Tziner (2014). According to the research study conducted by Langford & Neil (2014), male intensely engaged in OCBs may consider more gratified to involve their institution than females as males may assume the belief that they should be trustworthy in addition to support their institute in attaining victory. From an administrative viewpoint, males are in general categorised as being capable, self-confident, autonomous, as well as success accommodated (Langford & Neil, 2014). This hypothesis was rejected because it was examined that every person acquires and attains citizenship behaviours in diverse means as the condition of observance, reactions, approach as well as progress of the persons are dissimilar from each-others that is the reason that gender variance was detected amongst the secondary school teachers.

It was also found that there was not any significant difference with the teachers' OCB on the basis of qualification. This finding was advocated or thoroughly associated with the study of Penner (2016); Polat and Celep (2016); Chahal et al. (2016); Robbins

(2016); Farooqui (2016) who found that there was not any significant difference on teacher's OCB on the basis of their qualification.

Similarly, third objective of the study was connected with the teachers' OCB on the basis of age. It was found that there was significant difference in teacher's OCB on the basis of age. Finding of the study was supported with the studies of Finkelstein (2017); Mullins (2014); Igbinomwanhia and Akinmayowa (2014); Farhad (2015); Olowodunoye and Adetula (2016); Kasemsap (2018); Griffin (2016) who also found a momentous alteration within the OCB of secondary level teachers on the basis of their age. It was examined that higher age groups of teachers retained high mean differences as compared to lower age groups of secondary school teachers. It was also found by Ajlouni (2020) that the effect of age factor on OCB is statistically significant.

Finding of third objective stated that there was significant difference in teacher's OCB on the basis of teaching tenure of secondary school teachers. This finding was advocated and result of the study corresponds to those of Vey (2010), Chien (2015) as well as Lam (2014) who also discovered a significant variation within the approaches of secondary teachers about the OCB on the basis of teaching tenure.

It was also noticed that significant difference was found with the teachers' OCB on the basis of socio-economic status. This finding was very much connected with the work of Sharma (2014); Hasnain (2017); Christopherson (2017); Anne (2017); Akmal (2019) who also found a significant variation within the level of secondary teachers about the OCB on the basis of teaching tenure.

It was also found that fourth objective of the research study was linked with the work motivation of secondary teachers with respect to gender, qualification, age, teaching tenure and socio-economic status. Findings of the study has shown significant difference in teacher's work motivation on the basis of gender. This finding of research study was closely related with the work of Kasemsap (2018) ; Saeed &Rizwan (2019); Collins (2018); Bandura (2016); Paul and Kwame (2016); Guest (2017); Fakih, 2019; Bishay, 2017; Smithers & Robinson, 2018; Inceoglu et al. 2019; Hofstede 2017; Jabbari 2019 ; Polat (2016) ; Günbayi & Toprak (2018); Klassen & Chiu (2016) ; Guzel (2016); Saeed and Muneer (2012)., Gupta, Pasrija and Bansal (2012) ; Kaur and Sidana (2011) ; Polat (2016) ; Mustafa (2016) who also found a meaningful variation within the approaches of secondary teachers about the work motivation. There was a substantial variance from the mean score of work motivation between male teachers and female teachers. This hypothesis was rejected because it was perceived that every person acquires and obtains motivational factors in diverse manners as the state of observance, reactions, outlook and progress of the persons are not the same from each-others to display motivational approach at work place that's' why gender difference was witnessed among the secondary level teachers. Finding of this particular study was parallel with McClelland's (1961) view identified that work motivation level of each person was not the same, be determined by one's desires for output and performance. Those individuals who had motivation to have elevated performance will have inventiveness in carrying out their responsibility. If they confronted tests and challenges and obstacles in performing their duty, they would constantly attempt to control as well as generate approved people to act on.

Correspondingly, it was also found that there is no significant mean difference in work motivation of the teachers on the basis of their academic qualification because the mean differences were no statistically significant at 0.05 level of confidence. This result was endorsed by the work of Wiyono et al (2018); Yemisi study (2019); Hartini (2017); Nguyen et al. (2014); Freund (2017); Lorincová et al. (2016); HITKA 2018; Gupta and Gehlawat (2013) who also discovered that there was not any significant difference in work motivation of teachers on the basis of qualification.

Furthermore, it was found that there was significant difference in work motivation of teachers on the basis of their age and this finding was supported with the work of Recepoglu (2016); Tanriverdi 2019; Ozgun 2017; Guzel (2018); HITKA 2018; Gupta and Gehlawat (2013); Güven (2016), Tanrıverdi (2018) and Recepoğlu (2014) who also found that there was significant difference in work motivation of teachers based on age.

It was found that there was a significant mean difference in work motivation of the teachers on the basis of teaching tenure was rejected and this finding of the study was advocated with the study of Gupta and Gehlawat (2013); Coskin (2017); Green & Heywood, 2019; Marsden, French, & Kubo, 2009; Nagy and Davis (2017); Mustafa 2016 who also found a significant variation within the level of secondary school teachers about the work motivation on the basis of teaching tenure.

Correspondingly, It was found that significant difference was found with the work motivation of teachers on the basis of socio-economic status and this finding was supported by the work of Sirin (2018); Nichols (2019); Sahertian (2015); Eggen and Kauchak (2016);

Kummerer (2015); Werang (2010); Werang (2018) who also found that there was a significant difference in work motivation of teachers on the basis of socio-economic status.

Significant positive relationship was found between OCB and work motivation of teachers at secondary level. The result of the study shows that there is significant positive relationship between OCB and work motivation. It also reveals that if OCB increases than work motivation also increases and if OCB decreases than work motivation among secondary teachers' also decreases. From the findings of this research study established indication of the involvement and relationship of work motivation with OCB, according to Herzberg, work motivation of teachers to perform their job as a teacher and to work in relation with the requirements of his job, the occurrence of reinforcement to execute their work (Hasibuan, 2018). By means of work motivation renders teachers to upsurge their ability so that they are well able to generate in order to progress further than OCB's execution. Over the years a great relationship between motivation and organizational citizenship behavior (OCB) has been described. Writings of organizational behavior describes OCB as motive-based behavior, which denotes OCB progresses due to motivation. Other investigators (Allen and Rush, 2019) stated that workers involving in OCB will relied on the head's opinion of worker intentions as well as anticipation. As a result, it is thought that there is a substantial association amid worker's OCB and their foundations of inspiration.

Earlier exploration works on work motivation and organization citizenship behaviour such as Ariani (2019) and Davila & Finkelstein (2017) found that motivation is the foundation for organizational citizenship behaviours. It means that organizational

citizenship behaviours progress due to the intensity as well as type of their motivation. In a study carried out by Noor (2018) discovered that the intensity of organizational loyalty takes the part of a facilitating part in establishing the association of organizational citizenship behaviours and motivation. These discoveries specify the necessity of advance studies in various backgrounds of examination such as the result of motivation on worker 's organizational citizenship behaviours amongst educators. Findings of the study was supported by the opinion of Hamalik (2018); Kusumajati (2016); Fiftyana et al. (2018); Djati (2017); Hasanah (2019); Hayati, et.al. (2017); Mundhra, (2019); Oluseyi and Come (2017) and Huei, et.al., (2014) who found that there was a significant positive relationship between work motivation and OCB of teachers. Christophersen (2018) in his research study 'Elucidating Motivational Precursors of OCB amongst Pre-service Educators' indicated that motivation is the feature most intensely related with citizenship behavior among preservice educators. Dharma (2019) observed out in his research work 'Motivational basis of organizational citizenship behaviour' that OCB is driven by both internal and external motivation. Oetomo (2017) illustrated in his study that Work motivation is absolutely and considerably related with OCB. The conclusion and outcomes of this research is in harmony with the view of Hasnain (2019) expressing that work motivation is meaningfully associated with OCB, and outlook of Kartini (2002) was that a worthy functioning setting influences the effectual as well as competent conduct of workers or OCB.

Malanao (2018) established in his study 'Work motivation and organizational citizenship behavior of employees' that work motivation and organizational citizenship behavior of the workers influence each other. Suwiyadi (2020) indicated in his study that

there is progressive and substantial association between motivation on the OCB of teachers in the higher marine school. This approves that the greater the motivation, the greater the OCB, and, the lesser the motivation, the lesser the teachers OCB. Scholar stated that there is a constructive link between a work motivation and OCB. If the work motivation is developed, the worker's OCB will also be greater. On the other hand, if work motivation is down, Organisation Citizenship Behaviour will also be little. Motivation can have emotional impact on teacher's performance at once. Devi & Shih (2018) declare that the accessibility of motivation elements and hygiene factors in a job setting will have an absolute positive influence on the level of worker's OCB; on the other hand, the accessibility of hygiene features will adequately have a better influence on the degree of OCB than the obtainability of inspiration elements. Preceding research studies from Rodriguez (2010) and Joiner & Bakalis (2019) assisted that the encouraging association of motivation with OCB.

However, the existing research study was purposely intended to acquire as much facts and figures required, numerous limitations were inevitable. Earliest, the respondents of this particular research study were limited to teachers from Islamabad Model Secondary Schools and the particular study was carried out to come across teacher's response from the furthermost established district in Pakistan. Limiting exploration and investigation to secondary school teachers who were teaching learners in a model secondary school situation in one state structure confines the capacity to take a broad view of results. The questionnaires employed for the teacher's assessment were followed centred on other research works from foreign nations, since no other specific research studies were

discovered in the local setting. Still, being mindful of the circumstantial as well as social and cultural concerns, appropriate measures were taken into consideration to make best use of the level of validity and reliability of the questionnaires. Suitable procedures were also carried out in designing the questionnaire in order to go well with the Pakistani teacher's socio-cultural framework. Ensuing a wide-ranging exploration to detect more suitable instruments and research methodologies for the reason that this research work was restricted to survey technique and survey questionnaire cannot effusively depict emotive reactions of the participants.

5.4. Conclusion

Conclusions based on descriptive statistics bring to light that teachers showed agreed responses towards organizational citizenship behaviour and its sub scales. Amongst all dimensions of OCB, courtesy was highest that depicts that teachers believed that courtesy behaviors for instance early announcements of non-routine requirements facilitate co-workers to competently arrange as well as allocate their struggles, in this manner decreasing the possibility of deteriorating resources and undergoing irritation or annoyance. Teachers believed in promoting signs that benefit others fellows to avoid social complications from taking place, for example giving earlier notification of the task plan to someone who is in demand, asking others fellows in advance taking any actions that would disturb them. Teachers supported that they display courteous behaviour in the concern of avoiding foundations of complications for fellow workers.

Teachers displayed agreed responses towards work motivation and its sub scales at secondary level. Teacher's agreement towards work motivation dimension (growth) is

highest as compared to all other dimensions of work motivation. Teachers stated that no one wishes to be stagnant for extended time. All employees aspire to identify that they are progressing towards some direction and emphasize on that succeeding phase. Employees pay attention to what they need from their line of business, and plan out what they require to do to accomplish their desired target. Teachers have their growth conversations with heads and colleagues to plan a career pathway; this support to generate the determination to attain the subsequent phase as well as employees comprehend that they have an extended and dynamic drive in the future within the institution.

Significant demographic differences were found in respect of gender, age, teaching tenure and socio-economic status on OCB of teachers at secondary level. Whereas qualification had no significant effect on teacher's OCB. Male teachers have shown higher level of OCB as compared to female teachers.

Significant demographic differences were found in respect of gender, age, teaching tenure and socio-economic status on work motivation of teachers at secondary level. Moreover, qualification had no significant effect on teacher's work motivation.

Significant positive relationship was found between OCB and work motivation of teachers at secondary level. It also reveals that if OCB increases then work motivation also increases.

5.5. Recommendations

On the basis of conclusions, following recommendations have been made:

1. Principals may make the institution's philosophy upright in order to rise the OCB of teachers. There may be more flexible atmosphere in the institutions for development of helpful behaviour among co-workers, as over formality results in rule-oriented behaviours and roughness. Discussions, workshops and seminars may be arranged by higher administration to enhance the altruistic attitude of teachers as well as to develop policies and approaches among teachers by providing them understanding about conscientiouness, sportsmanship, civic virtue and helpful behaviour amongst all teachers and staff.

2. Work motivation arises when the place of work cultivates particular abilities that stimulates the employees to carry out better at job. Therefore, an appropriate working condition may be determined for the workers to carry out their duties by completely employing their capability and at the same time bringing excellence in teaching learning process for the learners. Concerned authorities as well as heads of institution may be understanding regarding teacher's issues regarding working conditions, salary, security and advancement because they perform better at job due to lesser stress level and encouraging behavior of their heads. Ministry of education and heads of schools may deliver motivation packages to upsurge work motivation of teachers. Extraordinary consideration may be placed at improving working conditions of the organizations for the safety and positive learning environment of teachers. Procedure of increase in payments of teachers may be improved for the reason that majority of teachers protest about the meagreness of their incomes to meet their requirements. Escalating teacher 's income will strengthen their determination to teach. In order to enhance the work

motivation of teachers, the teachers who execute competently in teaching and learning procedure may be given additional monetary rewards that can benefit them to upsurge their determination in teaching profession.

3. Participation of female teachers in teaching practice courses for enhancing OCB may benefit in the progress of self-assurance as well as composure among them about their behaviours and actions. Consequently, higher managerial experts may increase prospects of specialized progress for female teachers. Administration may arrange activities involving their teachers to improve their OCB as well as work motivation on regular basis. Heads of female secondary schools may design to generate a joyful and pleasurable working atmosphere, particularly for relaxation in the institution intended at enlightening the female teachers self-confidence, work motivation as well as raise the level of pleasure that will take the lead to enhance personal as well as institutional productivity; build up co-ordination amongst all female employees and generate prospects to collaborate honestly towards fellow teachers and in the institution by means of instructive courses and consulting facilities for enhancement of OCB and work motivation among female employees.

4. School administrators may offer involvement concerning upgrading teacher's OCB in order to increase their work motivation. Motivation cannot be influenced easily, but heads of institution may identify the elements that could impact their teachers work motivation in order to enhance greater degrees of OCB among employees. By mean of work motivation in teachers give rise to escalate their capability so that they are better capable to generate in order to progress further than OCB's execution. work motivation

purpose in educational institutions is to instigate teachers to perform in a best possible way to enhance understanding of learners.

5.6.   Suggestions for Future Researchers

Subsequent recommendations may be employed in exploration methodology by upcoming researchers due to the limitations of this existing research work,

1. Diversified way and technique may be utilized which would support in order to get more exact and accurate aspects of the approach of teachers concerning OCB and work motivation at secondary level.

2. Investigators may choose for observation and conduct of interviews from teachers to authenticate and vindicate findings of research examination.

3. All public and private sector schools of Pakistan of diverse levels as well as extended sample size may be employed in upcoming research studies.

4. Additional diverse demographic variables such as rural/urban area, administration skills as well as in-service training, marital status, domestic context, parent's learning background for learners may be included in upcoming research works on the subject of OCB and work motivation of the teachers.

5. This research study will go with teachers of higher secondary school level also for the reason that this study was chiefly constrained with the secondary school teachers.

5.7.   Limitations

1. Primarily, this research study was restricted to teachers at secondary level.

2. The research work was restricted to survey method. Future researchers may use other techniques and tools to obtain emotive reactions of the teachers.

3. The participants of this research work restricted to social sciences, administrative sciences and art & humanities at secondary level for the aim of the study. Other future research works may possibly distribute the educators according to their particular subjects and a contrast can be done if there is any variance in the educators 'views.

5.8. Theoretical and Practical Implications

Present research study plays a significant role in the direction of literature as it has analyzed organizational citizenship behavior and work motivation of secondary level teachers. Secondary level teachers' growth may escalate by employing organizational citizenship behavior and work motivation. Limited literature was obtained regarding these variables at secondary school level. Existing research study recognized this gap and analyzed these variables at secondary level. Secondary level teachers with higher OCB in turn may cultivate these possessions in pupils in addition will contribute their best for the institution. Results as well as recommendations of existing research study may be applied by secondary school principals for advancement of these valuable. Federal Directorate of Education may make plans for trainings in addition to workshops for secondary level teachers in this respect and may take assistance from the proposals of existing research study.

Educationalist, consultants and instructors may take benefits from this study by understanding the basic importance of organizational citizenship behaviour and work motivation. A well-organized literature about organizational citizenship behaviour and

work motivation will be obtained through this study. This study will provide a historical background about organizational citizenship behaviour as well as work motivation. Secondly, this research work may correspondingly support to broaden the altered dynamics that directly impact on the teachers' organizational citizenship behaviour and may also infer the teacher's confidence in the direction of work motivation. It may support to educator in curriculum formation and administration associated assessments.

Through this research work, new investigators may understand all those factors which may influence on organizational citizenship behaviour and work motivation.

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Appendices

Appendix A

Approval Letter of PhD Topic and Supervisor

NATIONAL UNIVERSITY OF MODERN LANGUAGES
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF EDUCATION

Dated: 30-07-2020

ML.1-4/2020/Edu

To: Farhat Praveen,
776-Ph.D/Edu/F18

Subject: **APPROVAL OF Ph.D THESIS TOPIC AND SUPERVISOR**

1.   Reference to Letter No, ML.1/2/2020-Edu, dated 06-07-2020, the Higher Authority has approved the topic and supervisor on the recommendation of Faculty Board of Studies vide its meeting held on 14th May 2020,

    a. **Supervisor's Name & Designation**
       i   Dr. Shazia Zamir (Supervisor)
           Assistant Professor,
           Department of Education, NUML, Islamabad.

       ii.   Dr. Aisha Bibi (CO Supervisor)
           Assistant Professor (TTS),
           Department of Education, NUML, Islamabad.

    b. **Topic of Thesis**

       "Analysis of Organizational Citizenship Behaviour and Work Motivation of Teachers at Secondary School Level."

2.   You may carry out research on the given topic under the guidance of your Supervisor and submit the thesis for further evaluation within the stipulated time. It is inform you that your thesis should be submit within described period by **31 August 2023** positively for further necessary action please.

3.   As per policy of NUML, all MPhil/PhD thesis are to be run on turnitin by QEC of NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to thesis run from own sources.

4.   Thesis are to be prepared strictly on NUML's format that can be had from (Coordinator, Department of Education)

Telephone No: 051-9265100-110 Ext: 2090
E-mail: ftabassum@numl.edu.pk

Dr. Marium Din
A/Head,
Department of Education

Distribution: Ms. Farhat Parveen (Ph.D Scholar)

Dr. Shazia Zamir (Thesis Supervisor)

<div align="right">**Appendix B**</div>

LIST OF EXPERTS COMMITTEE FOR TOOL VALIDATION

1. Dr. Wajeeha Shahid (Assistant Professor), National University of Modern Languages,
   Islamabad.

2. Dr. Saira Nudrat (Assistant Professor), National University of Modern Languages,
   Islamabad

3. Dr. Farkhanda Tabasum (Assistant Professor), National University of Modern Languages, Islamabad

4. Dr. Ziarab Mehmood (Assistant Professor), Mohi-ud-din Islamic University, AJK.

Appendix C

CERTIFICATE OF PROOF READING

CERTIFICATE OF PROOF READING

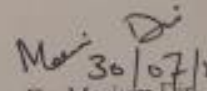### ANALYSIS OF ORGANIZATIONAL CITIZENSHIP BEHAVIOR AND WORK MOTIVATION OF TEACHERS AT SECONDARY SCHOOL LEVEL

By Ms Farhat Parveen

Ph. D scholar, department of education, Faculty of social Sciences, National University of Modern Languages, H-9, Islamabad.

It is certified that Ms Farhat Parveen is a student of Ph.d education at National University of Modern Languages, H-9, Islamabad. She has completed her reserch work titled as 'ANALYSIS OF ORGANIZATIONAL CITIZENSHIP BEHAVIOR AND WORK MOTIVATION OF TEACHERS AT SECONDARY SCHOOL LEVEL'

The thesis was received by me for proof reading. I have gone through the whole thesis very keenly. All the grammatical errors have been corrected. The text now carries coherence and linguistic accuracy.

This might be forwarded for further evaluation as per university rules and regulations.

Edited by: ...Maleeha...

Date:25-9-22

MS. MALEEHA KAUSAR
Lecturer
Islamabad Model College for Girls
F-7/4, Islamabad

Appendix D

CERTIFICATES OF VALIDITY

CERTIFICATE OF VALIDITY

ANALYSIS OF ORGANIZATIONAL CITIZENSHIP BEHAVIOUR and WORK MOTIVATION of TEACHERS AT SECONDARY SCHOOL LEVEL

By: Ms Farhat Parveen

PhD Scholar, Department of Education, Faculty of Social Sciences.

National University of Modern Languages, H-9, Islamabad, Pakistan.

This is certified that questionnaire adapted by the aforementioned PhD scholar for her thesis has been assessed by me and I find it to have been designed adequately to analyse organizational citizenship behaviour and work motivation of teachers at secondary school level.

The questionnaire has been organized in two parts such as first part has been designed to collect data relating demographic characteristics of teachers and second is to collect data relating work motivation of teachers. The subscales of the work motivation are hygiene factors and motivators based on herzberg theory of motivation.

It is considered that the research instrument developed for the aforementioned PhD thesis titled research, is according to the objectives and hypotheses of the research. It assures adequate construct and content validity according to the purpose of the research, and can he used for data collection by the researcher with fair amount of confident.

Name: Dr. Wajeeha Shahid

Designation: Assistant Professor

Institute: NUML, Islamabad

Signature: Wajeeh

Date: 23rd September, 2020

ANALYSIS OF ORGANIZATIONAL CITIZENSHIP BEHAVIOUR and WORK MOTIVATION of TEACHERS at SECONDARY SCHOOL LEVEL

By: Ms Farhat Parveen

PhD Scholar, Department of Education, Faculty of Social Sciences.

National University of Modern Languages, H-9, Islamabad, Pakistan.

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Name: Dr. Wajeeha Shahid

Designation: Assistant Professor

Institute: NUML, Islamabad

Signature:

Date: 23rd September, 2020

CERTIFICATE OF VALIDITY

ANALYSIS OF ORGANIZATIONAL CITIZENSHIP BEHAVIOUR and WORK MOTIVATION of TEACHERS at SECONDARY SCHOOL LEVEL

By: Ms Farhat Parveen

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Name: Dr. Saira Nudrat

Designation: Assistant-Professor

Institute: NUML

Signature:

Date: 24-09-2020

ANALYSIS OF ORGANIZATIONAL CITIZENSHIP BEHAVIOUR and WORK MOTIVATION of TEACHERS AT SECONDARY SCHOOL LEVEL

By: Ms Farhat Parveen

PhD Scholar, Department of Education, Faculty of Social Sciences.

National University of Modern Languages, H-9, Islamabad, Pakistan.

This is certified that questionnaire adapted by the aforementioned PhD scholar for her thesis has been assessed by me and I find it to have been designed adequately to analyse organizational citizenship behaviour and work motivation of teachers at secondary school level.

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Name: Dr. Saira Nudrat

Designation: Assistant Professor

Institute: NUML

Signature:

Date: 24-09-2020

ANALYSIS OF ORGANIZATIONAL CITIZENSHIP BEHAVIOUR and WORK MOTIVATION of TEACHERS at SECONDARY SCHOOL LEVEL

By: Ms Farhat Parveen

PhD Scholar, Department of Education, Faculty of Social Sciences.

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Name: ..Dr.: Farkhunda Tabassum

Designation:... A.IP

Institute:.... NUML (Islamabad,

Signature:..... Tabehunda

Date:....... 23\09\2020

ANALYSIS OF ORGANIZATIONAL CITIZENSHIP BEHAVIOUR and WORK MOTIVATION of TEACHERS AT SECONDARY SCHOOL LEVEL

By: Ms Farhat Parveen

PhD Scholar, Department of Education, Faculty of Social Sciences,

National University of Modern Languages, H-9, Islamabad, Pakistan.

This is certified that questionnaire adapted by the aforementioned PhD scholar for her thesis has been assessed by me and I find it to have been designed adequately to analyse organizational citizenship behaviour and work motivation of teachers at secondary school level.

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It is considered that the research instrument developed for the aforementioned PhD thesis titled research, is according to the objectives and hypotheses of the research. It assures adequate construct and content validity according to the purpose of the research, and can be used for data collection by the researcher with fair amount of confident.

Name: Dr. Farkhanda Tabussum

Designation: A.P

Institute: NUML (Islamabad)

Signature: 23/09/2020

Date:

CERTIFICATE OF VALIDITY

ANALYSIS OF ORGANIZATIONAL CITIZENSHIP BEHAVIOUR and WORK MOTIVATION of TEACHERS AT SECONDARY SCHOOL LEVEL

By: Ms Farhat Parveen

PhD Scholar, Department of Education, Faculty of Social Sciences.

National University of Modern Languages, H-9, Islamabad, Pakistan.

This is certified that questionnaire adapted by the aforementioned PhD scholar for her thesis has been assessed by me and I find it to have been designed adequately to analyse organizational citizenship behaviour and work motivation of teachers at secondary school level.

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It is considered that the research instrument developed for the aforementioned PhD thesis titled research, is according to the objectives and hypotheses of the research. It assures adequate construct and content validity according to the purpose of the research, and can be used for data collection by the researcher with fair amount of confident.

Name: Dr. Ziarab Mehmood

Designation: Assistant Professor

Institute: Mohi-ud-Din Islamic University AJK.

Signature:

Date: 24th September 2020.

CERTIFICATE OF VALIDITY

ANALYSIS OF ORGANIZATIONAL CITIZENSHIP BEHAVIOUR and WORK MOTIVATION of TEACHERS at SECONDARY SCHOOL LEVEL

By: Ms Farhat Parveen

PhD Scholar, Department of Education, Faculty of Social Sciences.

National University of Modern Languages, H-9, Islamabad, Pakistan.

This is certified that questionnaire adapted by the aforementioned PhD scholar for her thesis has been assessed by me and I find it to have been designed adequately to analyse organizational citizenship behaviour and work motivation of teachers at secondary school level.

The questionnaire has been organized in two parts such as first part has been designed to collect data relating demographic characteristics of teachers and second is to collect data relating organizational citizenship behaviour of teachers. The subscales of the organizational citizenship behaviour are altruism, courtesy, civic virtue, sportsmanship and conscientiousness.

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Name: ...Dr. Ziarab Mehmood

Designation: ...Assistant Professor

Institute: ...Mohi-ud-din Islamic University AJK.

Signature: ...

Date: ...24th September 2020.

RE: Permission of OCB scale

From: farhat perveen <farhat_awan@live.com>
Sent: Tuesday, July 21, 2020 4:27 PM
To: Robert Moorman <rmoorman@elon.edu>
Subject: Permission of OCB scale

Respected Dr. Robert Moorman

I am Farhat Parveen, student of PhD Education at the National University of Modern Languages, Islamabad, Pakistan. I am currently working on my doctoral dissertation titled "Analysis of Organizational Citizenship Behaviour and work motivation of teachers at Secondary school level".

During the review of related literature including different instruments, your particular scale of Organizational Citizenship Behaviour seems most appropriate for my research work. I would greatly appreciate your permission to use your instrument in my research study. For this study, I will have to adapt/modify the instrument according to the context of teacher-education in Pakistan's perspective. I assure you that the instrument will be used for academic purpose only (the doctoral dissertation and any paper/s based on this work).

RE: Permission of OCB scale

Robert Moorman <rmoorman@elon.edu>

Mon 7/27/2020 7:36 PM

To: You

OCBQUES.99.doc
25 KB
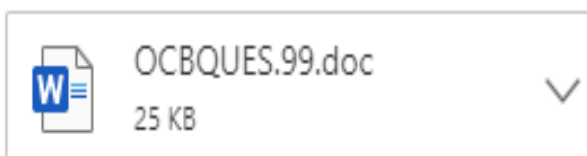
∨ Show all 3 attachments (2 MB)   Download all   Save all to OneDrive

Professor,

I am happy to grant permission to use the OCB scale. The one I attached is from the attached 1995 article.

If you are asking about the 1990 five dimension OCB scale, I don't control the use of that scale. However, I believe it is in the public domain, so you don't need to ask permission. I attached the 1990 article as well.

I wish you the best with your research,

Rob Moorman

_____

Robert H. Moorman PhD
Chair, the Department of Management and Entrepreneurship

Ynt: Request for permission of questionnaire

Gönderen: farhat perveen <farhat_awan@live.com>
Gönderildi: 28 Temmuz 2020 Salı 00:04
Kime: h.atalic@hotmail.com <h.atalic@hotmail.com>
Konu: Request for permission of questionnaire

Respected Sir,
I am currently enrolled as PhD Scholar in NUML, Pakistan. I want to seek your permission for using your questionnaire based on motivators and hygiene factors of Herzberg's theory in the article titled as ' Herzberg's Motivation- Hygiene Theory Applied to High School Teachers in Turkey'. I will use this particular questionnaire for my thesis only.
I shall be grateful for this act of kindness.
Regards

Farhat Parveen

PhD Scholar

National University of Modern Languages.

From: Hilmi Atalıç <h.<mark>atalic</mark>@hotmail.com>
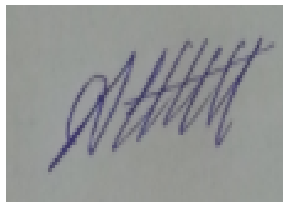
Sent: Tuesday, July 28, 2020 11:19:18 AM

To: farhat perveen <farhat_awan@live.com>

Subject: Ynt: Request for permission of questionnaire

Dear Mr. Peerven,

Sure you are most welcome to use the questionnaire based on motivators and hygiene factors of Herzberg's theory in the article titled as "Herzberg's Motivation- Hygiene Theory Applied to High School Teachers in Turkey".

I wish you all the success.

Hilmi <mark>ATALIÇ</mark>, PhD

Isparta - Turkey

 Tel +90 553 162 2153

Appendix F

SURVEY QUESTIONNAIRE LETTER

ANALYSIS OF ORGANIZATIONAL CITIZENSHIP BEHAVIOUR AND WORK MOTIVATION OF TEACHERS AT SECONDARY SCHOOL LEVEL

<u>Questionnaire for Teachers</u>

Instructions

Dear Respondents,

I am PhD Scholar, Department of Education, National University of Modern Languages, Islamabad. I am working on the topic 'ANALYSIS OF ORGANIZATIONAL CITIZENSHIP BEHAVIOUR AND WORK MOTIVATION OF TEACHERS AT SECONDARY SCHOOL LEVEL' to fulfil compulsory requirement of PhD. It is requested to complete the questionnaire carefully and do not skip any question. Kindly read, understand and then respond each statement honestly.

Your response will be kept confidential.

Yours Truly,

Farhat Parveen

Appendix G

ORGANIZATIONAL CITIZENSHIP BEHAVIOUR SCALE

Part- I

Demographic Information

Gender: Male
                                  Female

Qualification: Bachelor
                                  Masters
                                  M.Phil
                                  PhD

Age: 25-30 years
                                  31-35 years
                                  36-40 years
                                  41-45 years
                                  46-50
                                  More than 51 years

Teaching experience: Less than a year
                                  1-5 year
                                  6-10 years
                                  More than 10 years

Salary: 25000- 30000
                                  31000- 40000
                                  41000- 50000
                                  More than 50000

Directions: Please indicate your level of agreement with each of the following statements with regards to your department from **Strongly Disagree (SDA, 1), Disagree (DA, 2), Neutral (N, 3), Agree (AG, 4) to Strongly Agree (SA, 5).**

S. No	Statement	SDA 1	DA 2	N 3	AG 4	SA 5
Dimension 1: Conscientiousness						
1.	My attendance at work is above the norm.					
2.	I do not take extra breaks in my job.					
3.	I obey the institution's rules and regulations even when no one is watching.					
4.	I believe in continuous learning as a teacher.					
5.	I believe in working hard for an honest earning.					
Dimension 2: Sportsmanship						
6.	I stay away from complaining about trivial matters.					
7.	I always focus on the positive side of things related to my work.					
8.	I do not make problems bigger than they actually are.					
9.	I like to look at the positive aspects of the developments in my institution.					
10.	I do not need reminders/warnings about my job responsibilities.					
Dimension 3: Civic virtue						
11.	I attend important meetings of my department.					
12.	I attend workshops/seminars for improving the institution image.					
13.	I keep awareness about the changes in my institution.					
14.~	I read and keep up with the announcements, memos etc. in my institution.					
Dimension 4: Courtesy						
15.	I try to avoid problems with co-workers.					
16.	I am mindful of how my behaviour affects other people's jobs.					
17.	I do not ignore the rights of others.					
18.	I try to avoid creating problems for co-workers.					
19.	I consider the impact of my actions on co-workers.					
Dimension 5: Altruism						
20.	I help other teachers who have been absent.					
21.	I help other teachers who have heavy workloads					
22.	I help new employees in their assigned tasks.					
23.	I willingly help other teachers who have work related problems.					
24.	I am always ready to guide and help my fellow teachers.					

<div align="right">**Appendix H**</div>

WORK MOTIVATION SCALE

Part- I

Demographic Information

Gender: Male
         Female

Qualification: Bachelor
         Masters
         M.Phil
         PhD

Age: 25-30 years
         31-35 years
         36-40 years
         41-45 years
         46-50
         More than 51 years

Teaching experience: Less than a year
         1-5 year
         6-10 years
         More than 10 years

Salary: 25000- 30000
         31000- 40000
         41000- 50000
         More than 50000

S. No	Statement	SDA 1	DA 2	N 3	AG 4	SA 5
Dimension 1: Working condition						
1.	I proud of my institution as a teacher.					
2.	I socialize easily with other teachers.					
3.	I get constructive criticism related to my teaching from my principal.					
4.	I feel satisfied because of the comfort I am provided at work.					
5.	I am proud to work for my institution because of the pleasant working conditions.					
Dimension 2: Salary						
6.	I am satisfied with my pay.					
7.	My salary provides me the living that I want.					
8.	My salary is hardly enough to live in.					
9.	The pay I receive is appropriate for the work I do.					
10.	Being a teacher provides me with financial security.					
Dimension 3: Supervision						
11.	The principal assists the teachers when they need help.					
12.	The principal behaves equally towards every teacher.					
13.	The principal makes me feel comfortable.					
14.	The school administration provides educational material that I need for my work.					
15.	I feel my performance has improved because of the support from my principal.					
16.	I receive recognition from my principal for my good results.					
Dimension 4: Relationships						
17.	I get along well with all my colleagues.					
18.	My colleagues are helpful and friendly.					
19.	My colleagues support me with suggestions and feedback about my teaching.					
20.	My colleagues support me to do better work.					
Dimension 5: Security						
21.	I believe my job is secure.					
22.	I feel safe working at my workplace.					
23.	Being a teacher provides me feeling of secure future.					
24.	My workplace is located in an area where I feel comfortable.					
Dimension 6: Advancement						
25.	I get an opportunity of promotion as a teacher.					
26.	My job allows me to learn new skills for career advancement.					
27.	I am making progress in my present teaching position as a teacher.					

28.	I have limited opportunities for advancement as a teacher.					
Dimension 7: Work Itself						
29.	I feel myself creative and productive as a teacher.					
30.	My work is exciting and challenging.					
31.	Teaching provides me an opportunity to use variety of abilities.					
32.	I have freedom to take my own decisions while doing my job.					
Dimension 8: Responsibility						
33.	I take responsibility of my teaching.					
34.	As a teacher, I am aware of general policies of my school.					
35.	I complete assigned tasks in time.					
Dimension 9: Growth						
36.	I am proud to work in my institution because I feel I have grown as a Person.					
37.	My job allows me to grow and develop as a person.					
38.	My job allows me to improve my experience, skills and Performance.					
Dimension 10: Achievement						
39.	I am proud to work in this institution because it recognizes my achievements.					
40.	I feel satisfied with my job because it gives me feeling of accomplishment.					
41.	I have contributed towards my institution in a positive manner.					

Appendix I

SAMPLE SIZE TABLE

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size.   *S* is sample size.

Source: Krejcie & Morgan, 1970

LIST OF SECONDARY SCHOOLS

Sr #	Name of Institutions
1.	IMSB (I-X) JAGIOT
2.	IMSB(VI-X) , G-9/1
3.	IMSB(VI-X), G-10/3
4.	IMSB(VI-X), G-8/1
5.	IMSB(I-X), KIRPA
6.	IMSB(I-X), KHANA DAK
7.	IMSB(I-X), HARNO THANDA PANI
8.	IMSB(VI-X), JHANG SYEDAN
9.	IMSB(I-X), G-5, PMS COLONY
10.	IMSB(I-X), TUMAIR
11.	IMSB(I-X), KHANA NAI ABADI
12.	IMSB(VI-X), CHIRAH
13.	IMSB(VI-X), TARLAI
14.	IMSB(I-X), MAIRA AKKU
15.	IMSB(VI-X), RAWAL DAM
16.	IMSB(VI-X), F-8/3
17.	IMSB(I-X), SAID PUR
18.	IMSB(VI-X), I/8-4
19.	IMSB(I-X), MAIRA BEGWAL
20.	IMSB(I-X), MAIRA BERI

21. IMSB(I-X), BHADANA KALAN

22. IMSB(VI-X), GOLRA

23. IMSB(I-X), SHAHDARA

24. IMSB(VI-X), NOORPUR SHAHAN

25. IMSB(I-X), TALHAR

26. IMSB(VI-X), NOON

27. IMSB(VI-X), I-14

28. IMSB(I-X), NAUGAZI

29. IMSB(VI-X), SANGJANI

30. IMSB(VI-X), SIHALA

31. IMSB(I-X), GHAGRI

32. IMSB(I-X), DHALILA

33. IMSB(I-X), BANI SARAN

34. IMSB(VI-X), SHAH ALLAH DITTA

35. IMSB(I-X), G-8/4

36. IMSB(VI-X), I-9/4 NO 1

37. IMSB(VI-X), G-6/4

38. IMSB(VI-X), I-10/2

39. IMSB(VI-X), F-6/2, NO 8

40. IMSB(VI-X), G-7/3-1

41. IMSB(I-X), BHARA KAHU

42. IMSB(I-X), CHATTAR

43. IMSB(VI-X), G-11/2

44. IMSB(I-X), KUREE

45. IMSB(VI-X), I-9/4 NO 2

46. IMCB(VI-XII), G-9/4

47. IMSB(I-XII), MOHRA NAGIAL

48. IMCB(I-XII), PAHG PANWAL

49. IMCB(I-XII), HUMAK

50. IMCB(VI-XII), BHIMBER TRAR

51. IMCB(VI-XII), RAWAT

52. IMCB(VI-XII), MUGHAL

53. IMCB(VI-XII), TARNOL

54. IMCB(I-XII), JABA TALI

55. IMCB(VI-XII), G-7/2

56. IMCB(VI-XII), PIND BEGWAL

57. IMCB(VI-XII),, G-7/4

58. IMCB(VI-XII), I-10/1

59. IMCB(VI-XII), (BSK) BHARA KAHU

60. IMCB(VI-XII), CHAK SHEHZAD

61. IMCB(VI-XII), NILORE

62. IMCB(VI-XII), G-6/2

63. IMSG (I-X), NHC

64. IMSG (I-X), GOKINA

65. IMSG (I-X), DHOKE GANGAL

66. IMSG (I-X), MALOT

67. IMSG (VI-X), G-7/2

68. IMSG (I-X), SAID PUR

69.	IMSG (I-X), SHAHDRA KHURD

70.	IMSG (VI-X), SIHALA

71.	IMSG (VI-X),NARA SYEDAN

72.	IMSG (I-X), TALHAR

73.	IMSG (I-X), LAKHWAL

74.	IMSG (I-X), GAGRI

75.	IMSG (I-X), KURRI

76.	IMSG (I-X), HUMAK

77.	IMSG (I-X), UPRAN GOHRA

78.	IMSG (I-X),RAWAL TOWN

79.	IMSG (I-X), PHULGRAN

80.	IMSG (I-X), RADIO COLONY RAWAT

81.	IMSG (I-X), NOORPUR SHAHAN

82.	IMSG (VI-X), I-9/4

83.	IMSG (I-X), G-9/1

84.	IMSG (VI-X), G-10/1

85.	IMSG (I-X), G-10/3

86.	IMSG (I-X), NEW SHAKRIAL

87.	IMSG (I-X), DARKALA

88.	IMSG (I-X), F-11/1

89.	IMSG (I-X), PRESIDENTIAL STATE

90.	IMSG (VI-X), G-11/1

91.	IMSG (I-X), JABA TELI

92.	IMSG (VI-X), I-10/4

93.   IMSG (I-X), G-11/2

94.   IMSG (VI-X), CHIRAH

95.   IMSG (I-X), MAIRA BERI

96.   IMSG (I-X), SUNGJANI

97.   IMSG (I-X), JHANGI SYEDAN

98.   IMSG (I-X), BADANA KALAN

99.   IMSG (I-X), TARNAUL

100.   IMSG (VI-X), I-14/3

101.   IMSG (I-X), NAUGZAI

102.   IMSG (I-X), BADIA QADIR BUKSH

103.   IMSG (VI-X), I-8/1

104.   IMSG (VI-X), G-6/2

105.   IMSG (VI-X), F-6/1

106.   IMSG (VI-X), F-7/2

107.   IMSG (VI-X), G-9/4

108.   IMSG (VI-X), G-9/3

109.   IMSG (VI-X), G-8/2

110.   IMSG (I-X), G-6/1-3

111.   IMSG (VI-X), E-8/3

112.   IMSG (I-X), G-5, PMS COLONY

113.   IMSG (VI-X), G-7/1

114.   IMSG (I-X), E-9

115.   IMCG (I-XII), PIND BEGWAL

116.   IMCG (I-XII), SHAH ALLAH DITTA

117.   IMCG (I-XII), MAIRA BEGWAL

118.   IMCG (I-XII), G-9/2

119.   IMCG (VI-XII), MALPUR

120.   IMCG (VI-XII), NCH, CHAK SHEHZAD

121.   IMCG (VI-XII), G-6/1-4

122.   IMCG (I-XII), UNIVERSITY COLONY

123.   IMCG (VI-XII), KOT HATHIAL

124.   IMCG (I-XII), GOLRA

125.   IMCG (I-XII), I-9/1

126.   IMCG (I-XII), KIRPA

127.   IMCG (VI-XII), HERDOGHER

128.   IMCG (VI-XII), RAWAT

129.   IMCG (VI-XII), HUMAK

130.   IMCG (I-XII), PIND MALKAN

131.   IMCG (VI-XII), NILORE

132.   IMCG (I-XII),MOHRA NAGIAL

133.   IMCG (I-XII), THANDA PANI

134.   IMCG (VI-XII), G-8/4

135.   IMCG (I-XII), PIHONUT

136.   IMCG (I-XII), JAGIOT

137.   IMCG (VI-XII), TARLAI

138.   IMCG (VI-XII), MARGALLA TOWN

139.   IMCG (VI-XII), PUNJGRAN

140.   IMCG (I-XII), LOHI BHER