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RESEARCH ARTICLE

Organizational citizenship behavior of secondary school teachers in relation to their teaching aptitude.**Dr. Ajay Kumar Singh¹, Mr. Shivnath Singh²**

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Corresponding Author*Dr. Ajay Kumar Singh.****Abstract**

Present study titled "Organizational Citizenship Behavior of secondary school teachers in relation to their teaching aptitude" conducted on secondary school teachers teaching in government and self finance secondary school of Allahabad City. Descriptive survey method was implied to collect the data of the study. Hundred teachers have been selected by using multi stage stratified random sampling technique as a sample of the study. These teachers are selected on the basis of gender and type of school from the secondary school of Allahabad city. Organizational Citizenship Behavior questionnaire constructed by Podsakoff et al (1990) and teaching aptitude test battery (TATB) constructed by Shamim Khan and Ashok Khare scale have been used to collect the data. Descriptive and inferential statistics (mean, standards derivation, t-value and correlation) have been used for analyzing and interpreting the data and its finding are conducted as:-1. No significance difference in any aspect of organizational citizenship behaviour of government and private teachers teaching secondary school of Allahabad city was found. 2. No significance difference in any aspect of organizational citizenship behaviour of male and female teachers teaching secondary school of Allahabad city was found. 3. There is no significance difference in teaching aptitude of government and private teachers teaching in secondary school of Allahabad city. 4. There is no significance difference in teaching aptitude of male and female teachers teaching in secondary school of Allahabad city. 5. Coefficient of correlation between different aspects of organizational citizenship behaviour and aptitude towards teaching are: - Overall: - there is no significant relation among various components of organizational citizenship behaviour and teaching aptitude. Government Male Teachers: - there is significant and positive relationship is observed in altruism of organizational citizenship behaviour of government male secondary teachers. Government Female Teacher: - there is significant and negative relationship is observed in conscientiousness and altruism of organizational citizenship behaviour of female secondary teachers and positive relationship is observed in civic virtue of organizational citizenship behaviour of female secondary teachers. Self Finance Male Teachers: - there is no significant relation among various components of organizational citizenship behaviour and teaching aptitude of self finance male secondary school teachers. Self Finance Female Teachers: - there is significant and negative relationship is observed in conscientiousness, courtesy and altruism of organizational citizenship behaviour of female secondary teachers and other aspect has no significant.

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Introduction:-

Education is an important activity of the society. Education in its true sense is the balanced development of child, another function of education is to make the educated self sufficient in every sphere of their lives. According to B.D. Bhatia "Education prepares the educated for the responsibility and privileges of adult life." During the teen age years, a lot of biological, physical, mental and emotional changes are faced by the students, as well as the changes in responsibility and role as teacher. Good organizational citizens work hard for their organization and its mission and vision. Research on citizenship behavior has produced some interesting insights in organizational settings (Organ, 1988; Organ and Ryan, 1995). Evidence has been found in the recent studies that Organizational Citizenship Behavior (OCB) is related to ethical behavior and also seems to confine the essence in employee performance. The concept of organizational citizenship behavior of secondary school teachers has been studied in organizations for explaining their effective functioning and organizations are deemed to promote such behavior.

In service-oriented organizations and schools it was an unattended concept, although it has imperious implications in this sector. The literature supports the organizational citizenship behaviors' significance in the service organizations accompanied by the active participation and effective service delivery being its essential ingredients (Bettencourt, 1997; Podsakoff and MacKenzie, 1994). Organizational citizenship behavior has been widely used in the previous studies as it has been found to affect the overall organizational effectiveness (Walz & Niehoff, 1996). Organizational citizenship behavior is also known as extra-role behaviors which are the act of performing beyond the stated job requirement. Subordinates impulsively go beyond the employment contract and carry out non-obligatory task without expecting explicit rewards and recognition (Organ, 1988). Hence, understanding the determining conditions and reasons that lead to such behaviors is instrumental to yield an insight into when and how these acts happen. In fact, LePine et al. (2002) have demonstrated that leaders' support is the strongest predictor of significant organizational citizenship behavior by subordinates. According to Aquino and Bommer (2003), they discovered that organizational citizenship behavior can enhance the social attractiveness in a work unit. As organizational citizenship behavior is normally labeled as positive behavior, those who exhibit organizational citizenship behavior may become more socially attractive which makes them more likely to be appreciated as friends or partners. Despite the importance of examining organizational citizenship behaviors in organizational leadership effectiveness, a review of the literature have revealed a lack of consensus about the dimensionality of organizational citizenship behavior, particularly in the Malaysia context. As stated by LePine, Erez, and Johnson (2002), these behavioral dimensions have yet to be differentiated from one another in the empirical literature even though many scholars have claimed that organizational citizenship behavior is composed of conceptually distinct behavioral dimensions. Studies have found that there are approximately 30 forms of International Business Research January 2009 citizenship behavior have been developed (Podsakoff, MacKenzie, Paine & Bacharach, 2000) and generally it can be grouped into seven dimensions known as, (i) Helping Behavior, (ii) Sportsmanship, (iii) Organizational Loyalty, (iv) Organizational Compliance, (v) Individual Initiative, (vi) Civic Virtue, and (vii) Self Development.

Hence, building upon the social exchange theory, the purpose of this study is to assess the validity (content, construct, convergent, and discriminant) and reliability of Organ's (1988) measures of centralization and formalization and, thereby to add clarity to the operationalization of this construct. The remainder of the paper is organized as follows. First, the background of the study followed by justification, research method, and findings are presented and discussed. Lastly, research suggestions are offered, and the contribution and the limitations of the study are highlighted.

Need and Justification:-

Organizational Citizenship Behavior has been studied since the late 1970s. Over the past three decades, interest in these behaviors has increased substantially. Organizational behavior has been linked to overall organizational effectiveness, thus these types of employee behaviors have important consequences in the workplace. Professionals and employees have been documented to perform a wide variety of extra-role activities (also called organizational citizenship behaviors) for which they are neither paid, nor obliged to accomplish by superiors. The research aims to obtain greater understanding of the consequences of teacher organizational citizenship behavior to the teachers who perform this kind of behavior as well as to their school. Too much research work has been done in organizational citizenship behavior in India hence I felt an urge to do research study in this parameter. Although the relationships between many employee attitudinal variables and organizational citizenship behavior have been previously researched (Erturk, 2007), for the current research project we have selected a unique combination of the previously

studied employee attitudinal variables. These include job satisfaction, relationship with supervisor, fairness perceptions, organizational commitment, job stress, and stress outside the workplace.

Objectives of the Study:-

A study will be conducted with following main objectives:-

- 1) To study the organizational citizenship behavior of government and self finance secondary school teachers of Allahabad.
- 2) To study the organizational citizenship behavior of male and female secondary school teachers of Allahabad
- 3) To study the teaching aptitude of government and self finance secondary school teachers of Allahabad.
- 4) To study the teaching aptitude of male and female secondary school teachers of Allahabad.
- 5) To find out relationship between organizational citizenship behavior and teaching aptitude of government and self finance secondary school teachers of Allahabad.

Hypotheses of the Study:-

Following research hypotheses constructed to achieve objective of the study. These are as follows:-

- 1) Organizational citizenship behavior of government school teachers has been better than self financed school teachers of Allahabad.
- 2) Organizational citizenship behavior of male school teachers has been better than female school teachers of Allahabad.
- 3) There has been no difference with teaching aptitude of government school teacher and self finance school teachers of Allahabad.
- 4) There has been no difference with teaching aptitude of male and female school teachers of Allahabad.
- 5) There has been positive relation between organizational citizenship behavior and their teaching aptitude of secondary school teachers of Allahabad.

Design of the study:-

Method:-

The present study belongs to the category of descriptive field survey type of research and includes composite characteristic of casual comparative and co-relation survey research.

Population:-

The population for the present study consists of all the teachers teaching in secondary schools (Government and self-finance) of Allahabad recognized by Madhyamik Shiksha Parishad, district of Uttar Pradesh.

Sample:-

The sample of the study comprised 300 secondary school teachers (150 government and 150 self- finance) of Allahabad that are recognized by Madhyamik Shiksha Parishad , Allahabad ,Uttar Pradesh.

Sample technique:-

Stratified random sampling technique was used for collecting data.

Tool used:-

Organizational citizenship behavior:-

This study organizational citizenship behavior were constructed by Podsakoff, MacKenzie, Moorman and Fetter's (1990) and adopted by researchers has been used for measure of organizational citizenship behavior. Four types of organizational citizenship behaviors, described by Organ (198a), were used in the study: Conscientiousness, Civic Virtue, Courtesy and Altruism.

Teaching Aptitude:-

In this study Teaching Aptitude Test Battery (T A T B) by Shamim Karim & Ashok kumar has been used.

Analysis and Interpretation of Data

The data collected from the secondary schools of Allahabad were put to statistical treatment. The hypothesis framed was statistical tested and the following result was obtained:

Objective: 1

To study the organizational citizenship behavior of government and self finance secondary school teachers of Allahabad city

Hypothesis: 1

Organizational citizenship behavior of government school teachers has been better than self financed school teachers of Allahabad city.

The first main objective of the study was to study Organizational citizenship behavior of government school teachers will be better to self financed school teachers of Allahabad district of Uttar Pradesh. In order to find out whether there exists any significant difference in Organizational citizenship behavior (Conscientiousness, Civic Virtue, Courtesy, Altruism) of teachers teaching in Government and self-finance Secondary Schools (Government Vs private) t- test is computed and the results of analysis are shown in Table 1.

Table 1 Organizational citizenship behavior of government and self finance secondary school teachers

S.R.	Organizational citizenship behavior	Type of college	Mean	S.D.	t-value
1.	Conscientiousness	Government	16.8	3.03	0.8
		Self-finance	17.32	3.37	
2.	Civic Virtue	Government	11.44	2.36	0.88
		Self-finance	11.8	1.97	
3.	Courtesy	Government	6.12	1.18	0.43
		Self-finance	6.04	0.96	
4.	Altruism	Government	22.32	3.57	1.36
		Self-finance	23.32	3.41	

Observation of the table 1 shows that mean and SD scores of organizational citizenship behaviour (Conscientiousness, Civic Virtue, Courtesy, Altruism) of government teacher are 16.8 & 3.03, 11.44 & 2.36, 6.12 & 1.18, 22.32 & 3.57) and self finance are 17.32 & 3.37, 11.8 & 1.97, 6.04 & 0.96, 23.32 & 3.14 and calculated t value of government and self finance teachers are 0.42, 0.41, 0.71 & 0.15. It indicate that these t-value are not significant at 0.05 level it means there is no difference in any aspect of Organizational Citizenship Behavior (OCB) of government and private teachers teaching secondary school of Allahabad city. Contrary result was found by **Khazaei et al. (2011)** concluded that there is a significant relationship between organizational citizenship behaviour, its components and high school teachers' performance ($p < 0/01$). The relationship is partially significant between all components of organizational citizenship behaviour (conscientiousness, altruism, citizenship virtue, generosity, respect) and all indexes of performance (performance job behaviours, development) of teachers are significant. However component of conscientiousness and altruism has the most relation of teacher's performance. In addition, analysis of regression of several variables showed that four parts of conscientiousness altruism, citizenship virtue and respect has the ability predicting for recognizing of position of teachers' performance index. And there is significant difference between organization citizenship behaviour of male and female teachers. Also, there is a significant difference between male and female teachers job performance ($p < 0/01$) this differences are significant for women regarding sexes and aren't significant in regard to background and their educational degree ($p < 0/05$) which indicate private teacher have better than government. Thus proposed that hypothesis is rejected and alternate hypothesis has been affected.

Objective: 2

To study the organizational citizenship behavior of male and female secondary school teachers of Allahabad city

Hypothesis: 2 Organizational citizenship behavior of male school teachers has been better than female school teachers of Allahabad city

The second main objective of the study was to study Organizational citizenship behavior of government school teachers will be better to self financed school teachers of Allahabad city. In order to find out whether there exists any significant difference in Organizational citizenship behavior (Conscientiousness, Civic Virtue, Courtesy, Altruism) of teachers teaching in Government and self-finance Secondary Schools (Government Vs private) t- test is computed and the results of analysis are shown in table 2.

Table 2: Organizational Citizenship Behavior of male and female secondary school teachers

S.R.	Organizational citizenship behavior	Gender	Mean	S.D.	t-value
1.	Conscientiousness	Male	17.32	3.16	0.16
		Female	16.29	3.59	
2.	Civic Virtue	Male	11.6	2.26	0.85
		Female	11.51	2.04	
3.	Courtesy	Male	6.12	1.15	0.46
		Female	5.93	1.06	
4.	Altruism	Male	22.56	3.72	0.56
		Female	23.03	3.45	

Observation of the table 2 shows that mean and SD scores of organizational citizenship behaviour (Conscientiousness, Civic Virtue, Courtesy, Altruism) of male secondary school teacher are 17.32 & 3.16, 11.6 & 2.26, 6.12 & 1.15, 22.56 & 3.72 and female secondary school are 16.29 & 3.59, 11.51 & 2.04, 5.93 & 1.06, 23.03 & 3.45 and calculated t-value of male and female teachers are 0.16, 0.85, 0.46, 0.56. It indicates that these t-values are not significant at 0.05 level it means there is no difference in any aspect of organizational citizenship behavior of male and female teachers teaching secondary school of Allahabad city. Contrary result was found by Khazaei et al. (2011) concluded that there is a significant relationship between organizational citizenship behaviour, its components and high school teachers' performance ($p < 0.01$). The relationship is partially significant between all components of organizational citizenship behaviour (conscientiousness, altruism, citizenship virtue, generosity, respect) and all indexes of performance (performance job behaviours, development) of teachers are significant. However component of conscientiousness and altruism has the most relation of teacher's performance. In addition, analysis of regression of several variables showed that four parts of conscientiousness altruism, citizenship virtue and respect has the ability predicting for recognizing of position of teachers' performance index. And there is significant difference between organization citizenship behaviour of male and female teachers. Also, there is a significant difference between male and female teachers job performance ($p < 0.01$) these differences are significant for women regarding sexes and aren't significant in regard to background and their educational degree ($p < 0.05$) which indicate private teacher have better than government. Thus proposed that hypothesis is rejected and alternate hypothesis has been affected.

Objective: 3

To Study the Teaching Aptitude of Government and Self Finance Secondary School Teachers of Allahabad City.

Hypothesis: 3 There has been no difference with teaching aptitude of government school teacher and self finance school teachers of Allahabad city.

The third objective of the study was that there will be no difference with teaching aptitude of government school teacher and self finance school teachers of Allahabad city. In order to find out whether there exists any significant difference in teaching aptitude in Government and self-finance Secondary School teachers (Government Vs private) t-test was computed and the results of analysis are shown in table 3.

Table 3 showing teaching aptitude of government and self finance secondary school teachers of Allahabad city

	Type of college	Mean	S.D.	t-value
Teaching aptitude	Government	226.68	17.58	0.52
	Self-finance	223.52	15.38	

Table no 3 shows that mean and SD scores of aptitude toward teaching of government secondary school teachers 226.68 & 17.58 and self finance is 223.52 & 15.38. It indicates that the t value of government and self finance school teachers for aptitude toward teaching (0.52) is less than table value 1.68 at 0.05 level so there is no significance difference in teaching aptitude of government and private teachers teaching in secondary school of Allahabad city. Contrary result was found by The finding of the study is in consonance with the findings by Singh & Pandey (2010) and (Saharan & Sethi, 2009) which indicates that the teaching attitude and aptitude varies according to sex and age but types of institution and area have no effect on it. The reason for this finding may be that almost

same syllabus with minor changes is being used by the entire teacher training institutions. The other probable reasons for this finding may also be due to same educational qualification criteria for admission and similar qualification of teachers teaching in both the type of institutions. Thus the hypothesis is accepted. Thus proposed hypothesis is accepted.

Objective: 4

To Study the Teaching Aptitude of male and female Secondary School Teachers of Allahabad City.

Hypothesis: 4 There has been no difference with teaching aptitude of male and female school teachers of Allahabad city

The fourth objective of the study was that there will be no difference with teaching aptitude of male school teacher and female school teachers of Allahabad city. In order to find out whether there exists any significant difference in teaching aptitude in male school teacher and female school teachers t- test was computed and the results of analysis are shown in Table 4.

Table 4 showing teaching aptitude of male and female secondary school teachers of Allahabad city

	Gender	Mean	S.D.	t-value
Teaching aptitude	Male	225.13	17.69	0.378
	Female	227.32	9.78	

Table 4 shows that mean and SD scores of aptitude toward teaching of male secondary school teachers **225.13 & 17.69** and female is **227.32 & 9.78**. It indicate that the t value of male and female school teachers for aptitude toward teaching (0.37) is less than table value 1.68 at 0.05 level. so there is no significance difference in teaching aptitude of male and female teachers teaching in secondary school of Allahabad city. Contrary result was found by The finding of the study is in consonance with the findings by Singh & Pandey (2010) and (Saharan & Sethi, 2009) which indicates that the teaching attitude and aptitude varies according to sex and age but types of institution and area have no effect on it. The reason for this finding may be that almost same syllabus with minor changes is being used by the entire teacher training institutions. The other probable reasons for this finding may also be due to same educational qualification criteria for admission and similar qualification of teachers teaching in both the type of institutions. Thus the hypothesis is accepted. Thus proposed hypothesis is accepted.

Objective: 5

There will be positive relation between organizational citizenship behavior and their teaching aptitude of secondary school teachers of Allahabad city

Hypothesis: 5 There has been positive relation between organizational citizenship behavior and their teaching aptitude of secondary school teachers of Allahabad city

The fifth objective of the study was that there will be positive relation between organizational citizenship behavior and their teaching aptitude of secondary school teachers of Allahabad city. In order to find out whether there exists any significant difference in different aspect of organizational citizenship teaching aptitude in male school teacher and female school teachers t- test was computed and the results of analysis are shown in Table 5.

Table 5 showing Coefficient of correlation between different aspects of organizational citizenship behaviour and aptitude towards teaching

Component of Organizational Citizenship Behavior	Coefficient Of Correlation 'r'				
	Overall	Government		Self finance	
		Male	Female	Male	Female
Conscientiousness	-0.085	0.02	-0.15	-0.05	-0.41
Civic virtue	0.048	0.01	0.25	0.12	-0.35
Courtesy	0.011	-.075	-0.01	0.08	-0.30
Altruism	0.08	0.14	-0.17	0.09	-0.05

Observation of the table 5 shows that overall relationship among with aptitude towards teaching are -0.085, 0.048, 0.011, 0.08. This indicates that there is no significant relation among various components of organizational citizenship behaviour and teaching aptitude was found.

As per government male teachers are concerned it can be observed from table that coefficient of correlation among various component of organizational citizenship behaviour with teaching aptitude of government male teachers are -0.15, 0.25, -0.01, -0.17. This shows that there is significant and positive relationship is observed in altruism of organizational citizenship behaviour of government male secondary teachers. Positive relationships mean if civic virtue of organizational citizenship behaviour of government male secondary teachers were increased then their teaching aptitude was also increased. Other aspect has no significant.

As per government female secondary school teachers are concerned it can be observed from table that coefficient of correlation among various component of organizational citizenship behaviour with teaching aptitude of female teachers are -0.15, 0.25, -0.01, -0.17. This shows that there is significant and negative relationship is observed in conscientiousness and altruism of organizational citizenship behaviour of female secondary teachers and positive relationship is observed in civic virtue of organizational citizenship behaviour of female secondary teachers. Negative relationship means if conscientiousness and altruism of organizational citizenship behaviour of female secondary teachers was increased then their teaching aptitude was decreased. Positive relationships mean if altruism of organizational citizenship behavior of government female secondary teachers were increased then their teaching aptitude was also increased. Other aspect has no significant.

As per self finance male secondary school teachers are concerned it can be observed from table that coefficient of correlation among various component of organizational citizenship behavior with teaching aptitude of self finance male secondary school teachers are -0.05, 0.12, 0.08, 0.09. This indicates that there is no significant relation among various components of organizational citizenship behaviour and teaching aptitude was found.

As per self finance female secondary school teachers are concerned it can be observed from table that coefficient of correlation among various component of organizational citizenship behaviour with teaching aptitude of self finance female teachers are -0.41, -0.35, -0.30, -0.05. This shows that there is significant and negative relationship is observed in conscientiousness, courtesy and altruism of organizational citizenship behaviour of female secondary teachers and Other aspect has no significant. Negative relationship means if conscientiousness and altruism of organizational citizenship behaviour of female secondary teachers was increased then their teaching aptitude was decreased.

Contrary result was found by Khazaei et al. (2011) concluded that there is a significant relationship between organizational citizenship behaviour, its components and high school teachers' performance ($p < 0/01$). The relationship is partially significant between all components of organizational citizenship behaviour (conscientiousness, altruism, citizenship virtue, generosity, respect) and all indexes of performance (performance job behaviours, development) of teachers are significant. However component of conscientiousness and altruism has the most relation of teacher's performance. In addition, analysis of regression of several variables showed that four parts of conscientiousness altruism, citizenship virtue and respect has the ability predicting for recognizing of position of teachers' performance index. And there is significant difference between organization citizenship behavior of male and female teachers. Also, there is a significant difference between male and female teachers job performance ($p < 0/01$) this differences are significant for women regarding sexes and aren't significant in regard to background and their educational degree ($p < 0/05$) which indicate private teacher have better than government.

Results and conclusions:-

Sample of 300 secondary school teachers including government and self finance school teachers; male and female teachers of government and self finance secondary school. The sample was drawn using stratified random sampling method. Present study was carried out in different private and self finance secondary school in Allahabad city. Mean, SD, t test and correlation were computed for testing the validity of the hypotheses. Following conclusions were drawn from the result:-

- 1) There is no difference in any aspect of organizational citizenship behaviour of government and private teachers teaching secondary school of Allahabad city.
- 2) There is no difference in any aspect of organizational citizenship behaviour of male and female teachers teaching secondary school of Allahabad city.

- 3) There is no significance difference in teaching aptitude of government and private teachers teaching in secondary school of Allahabad city.
- 4) There is no significance difference in teaching aptitude of male and female teachers teaching in secondary school of Allahabad city.
- 5) Overall: - there is no significant relation among various components of organizational citizenship behaviour and teaching aptitude was found.
- 6) Government Male Teachers: - there is significant and positive relationship is observed in altruism of organizational citizenship behaviour of government male secondary teachers.
- 7) Government Female Teacher: - there is significant and negative relationship is observed in conscientiousness and altruism of organizational citizenship behaviour of female secondary teachers and positive relationship is observed in civic virtue of organizational citizenship behaviour of female secondary teachers.
- 8) Self Finance Male Teachers: - there is no significant relation among various components of organizational citizenship behaviour and teaching aptitude of self finance male secondary school teachers.
- 9) Self Finance Female Teachers: - there is significant and negative relationship is observed in conscientiousness, courtesy and altruism of organizational citizenship behaviour of female secondary teachers and other aspect has no significant.

Educational Implication:-

One of the important study to indicated that there is no significance difference found in various aspect of organizational citizenship behaviour in respect to gender and type of school. Closed observation mean score of various aspects organizational citizenship behaviour indicate left side in Normal Probability Curve (NPC). It indicates that there is need to enhance organizational citizenship behaviour as it is important indicator .various government organization and school must focus to enhance above characteristics of teacher.

Second important result to study indicate positive and significant relation to various aspect of organizational citizenship behaviour and aptitude toward teaching (which future capacity of teacher in teaching) this indicate as the organizational citizenship behaviour increase toward teaching it means for better organizational citizenship behaviour for better teachers.

Third important result to study indicates negative significant relation to various aspects of organizational citizenship behaviour and aptitude toward teaching of female self finance teacher. So need in self finance female teacher to improve organizational citizenship behaviour.

Overall from above characteristics' we need to included special course in pre service teacher programmed and in special trainee teacher programmed for enhance organizational citizenship behaviour and alternately their teaching aptitude increased which important indicator of quality.

Suggestion for Further Research:-

1. In the present study only few of secondary schools of Allahabad have been taken in to consideration, whereas all the government and private secondary schools of other area should be taken.
2. Only 300 samples (from government & self finance secondary school students) have been taken for the study in further greater sample should be taken to do the research work.
3. The same study can be taken higher level of studies and students involved in higher education could also be brought in to the area research.
4. All the aspect of organizational citizenship beahaviour has not been kept my mind.
5. This study was conducted in the sample taken from only two different government and self finance secondary schools. For further research samples can be taken from colleges and universities, rural and urban areas.
6. A comparative study can be conducted between the samples of All Hindi and All English medium schools.
7. A comparative study can be conducted between the samples of C.B.S.E. and other school Board schools.
8. A comparative study can be done between the samples taken the different states Ex. Uttar Pradesh, Madhya Pradesh, Bihar, Haryana and Rajasthan.
9. Cross -cultural studies should be conducted.
10. Further researches can be done on same topic taking each variable of every student and increasing the samples.

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