

ORGANIZATIONAL CITIZENSHIP BEHAVIOUR, JOB SATISFACTION, OCCUPATIONAL STRESS, ORGANIZATIONAL COMMITMENT AND WORK MOTIVATION - A COMPARISON BETWEEN MALE AND FEMALE COLLEGE TEACHERS OF KOLKATA

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Abstract: The present study intends to compare male and female college teachers based on five psychological variables, namely, organizational citizenship behaviour, job satisfaction, occupational stress, organizational commitment, and work motivation. 84 teachers, including 40 male and 44 female, employed at different colleges of Kolkata have been selected as sample through purposive sampling technique. The Organizational Citizenship Behaviour Scale, Minnesota Satisfaction Questionnaire, Occupational Stress Index, Organizational Commitment Scale, and Work Motivation Questionnaire have been administered on the subjects. The findings indicate significant differences between male and female respondents concerning organizational citizenship behaviour, job satisfaction, occupational stress, and work motivation. No significant difference between the two groups is reported in respect of organizational commitment.

Key words - Organizational citizenship behaviour, job satisfaction, occupational stress, organizational commitment, work motivation.

I. INTRODUCTION

Education has the most crucial role to play in empowering an individual. It expands the knowledge base of an individual, makes him realise his potentialities, equips him enough to make accurate decisions in life and in turn contributes to the development of society. The success of higher educational institutions depends mostly on the teachers' inclinations to go beyond the formal job description, duties and responsibilities and engage in organizational citizenship behaviours (Somech and Drach-Zahavy, 2000). The quality of teaching depends upon active, dedicated and satisfied teachers. As Sargent and Hannum (2005) stated, highly effective and motivated teachers are those who acquire job satisfaction. The motivated teachers are expected to be involved and committed to their work, are productive and capable of balancing their work to bring success to the institutions. Employees with substantial levels of commitment see themselves as an integral part of the organization, do their best to perform their duties and work for the organization as it is belonged to them. Considering the significance of education in an individual's life, competencies of the teachers or educators become a major concern. Anything which serves as a barrier to it, should be recognised, managed or eliminated. At the same time, the aids that can add to their efficiencies and skills must be enhanced. Job pressure, interpersonal conflicts, organizational constraints, political interference and participation, partial behaviour of authorities, inappropriate working conditions, job dissatisfaction, heavy workload, job insecurity, unhealthy competition etc. are the stress producing factors for teachers (Hawe et al., 2000; Kotta et al., 2003; and Zurlo, Pes and Cooper, 2007). The teachers who encounter any or more than such stressors may suffer from occupational stress; which may adversely affect their levels of work motivation, job satisfaction, citizenship behaviour and commitment to organizations.

II. REVIEW OF LITERATURE

Gender based differences in organizational citizenship behaviour had been reported among the samples of school (Garg and Rastogi, 2006) and college (Midha et al., 2014) teachers of India. However, Singh and Padmanabhan (2017) found no significant difference in the organizational citizenship behavior scores of secondary school teachers based on gender. The female participants were found to be more inclined towards organizational citizenship behaviour than their male counterparts (Singh and Padmanabhan, 2017; Midha et al., 2014). More specifically, other-oriented behaviours, such as, altruism and courtesy were found to be consistent with female communal characteristics; and self-oriented behaviours, such as, civic virtue, conscientiousness and sportsmanship were consistent with male agentic characteristics (Kidder and Parks, 2001; Abdullah and Akhtar, 2016).

Significant differences were found between the male and female college (Kapri, 2017) and school (Jyoti and Sharma, 2006) teachers with respect to their job satisfaction. However, there are findings of insignificant difference in job satisfaction based on the teachers' gender (Nigama et al., 2018; Bholane and Suryawanshi, 2015; Katoch, 2012). Several studies have reported that female teachers have higher job satisfaction than male teachers (Xin Ma and MacMillan, 1999; Michaelowa, 2002; Spear, Gould, and Lee, 2000; Kapri, 2017; Iqbal and Akhtar, 2012; Jyoti and Sharma, 2006; Ahmed, Raheem, and Jamal, 2003). On the contrary, Bishay (1996) and Mwamwenda (1997) found that female teachers were less satisfied with their jobs than male teachers. However, some other studies (Gosnell, 2000; Sargent and Hannum, 2003) found no relationship between gender and teachers' job satisfaction.

Significant difference in occupational stress between male and female teachers at both school and college levels were evidenced, with the female participants experiencing greater amount of stress than their male counterparts (Harish and Prabha, 2018; Basu, 2013; Chaturvedi, 2011). Dachen (2017), however, noted no gender based difference in occupational stress among the teachers.

Studies on organizational commitment of school and college teachers revealed that female teachers had higher organizational commitment as compared to the male college teachers (Khurshid and Parveen, 2015; Zilli and Zahoor, 2012; Joolideh and Yeshodhara, 2008; Pedro, 1992).

In the domain of work motivation, significant difference was noted between male and female school teachers by Bharti (2017). The male teachers were found to be comparatively little more motivated than the females, especially by need for autonomy, self-affiliation, monetary gain and self-control. The female teachers scored higher in the dimension of achievement than their male counterparts. Other studies showed that the work motivation levels of teachers did not vary in respect of gender (Cotter et al. 2019, Hatice and Yilmaz, 2018; Kumar, 2017; George et al., 2017).

It is vividly apparent after the review that very few gender-based studies have been conducted so far in India concerning the population of college teachers in respect of the selected psychological constructs. The present study is nothing but an attempt of filling this gap.

III.METHOD

3.1 Objective of the Study

The aim of the present study is to compare the male and female teachers employed at different colleges of Kolkata in terms of organizational citizenship behaviour, job satisfaction, occupational stress, organizational commitment, and work motivation.

3.2 Concepts and Operationalization

3.2.1 Organizational citizenship behaviour

Organizational citizenship behaviour refers to behaviours that are neither part of employees' formal job descriptions nor are those for which employees are formally rewarded. However, such behaviours are believed to enhance the effectiveness of groups and organizations; and are considered to be a form of productive behaviour in organization.

3.2.2 Job satisfaction

Job satisfaction may be conceived of as the feeling that a worker has about his job. It is one's general attitude towards the job which is influenced by his or her perception of the job.

3.2.3 Occupational stress

Occupational stress is "a condition arising from the interaction of people and their jobs; and characterized by changes within people that force them to deviate from their normal functioning" (Beehr and Newman, 1978).

3.2.4 Organizational commitment

Organizational commitment is "the relative strength of an individual's identification with and involvement in a particular organization" (Mowday, Steers, and Porter, 1979).

3.2.5 Work motivation

Work motivation explains the direction, aptitudes and persistence of individual's behaviour holding constant effect of aptitude, skill and understanding of the tasks, and the constraints operating in the work environment.

3.3 Hypotheses

Hypothesis 1: Male and female college teachers do not differ significantly in respect of organizational citizenship behaviour and its dimensions.

Hypothesis 2: Male and female college teachers do not differ significantly in respect of job satisfaction and its dimensions.

Hypothesis 3: Male and female college teachers do not differ significantly in respect of occupational stress and its dimensions.

Hypothesis 4: Male and female college teachers do not differ significantly in respect of organizational commitment and its dimensions.

Hypothesis 5: Male and female college teachers do not differ significantly in respect of work motivation and its dimensions.

3.4 Tools

The following tools were used:

- I) General information schedule developed by the present investigators
- II) Organizational citizenship behaviour scale (Podsakoff et al., 1990)
- III) Minnesota satisfaction questionnaire (Weiss, Dawis, England, and Lofquist, 1967)
- IV) Occupational stress index (Srivastava and Singh, 1984)
- V) Organizational commitment scale (Dhar, Mishra and Srivastava, 2001)
- VI) Work motivation questionnaire (Agarwal, 2012)

3.4.1 General Information Schedule

This questionnaire has been developed by the present investigators to get adequate information regarding the demographic characteristics of the participants, such as, sex, age range, marital status, educational qualification, discipline, type of organization, years of experience at the present organization etc.

3.4.2 Organizational Citizenship Behaviour Scale

This 24-items 7- point scale consists of five subscales, namely, altruism, sportsmanship, conscientiousness, courtesy, and civic virtue respectively. Cronbach alpha coefficients for altruism, sportsmanship, conscientiousness, courtesy, and civic virtue dimensions are found to

be 0.827, 0.936, 0.730, 0.688, and 0.829 respectively. The validity of OCB scale has been determined through factor analysis which has resulted in five dimensions of OCB, with factor loadings ranging from 0.535 to 0.909.

3.4.3 Minnesota Satisfaction Questionnaire

This five-point scale comprising 100 items contains 20 sub-scales based on 20 dimensions, namely, ability utilization, achievement, activity, advancement, authority, company policies and practices, compensation, co-workers, creativity, independence, moral values, recognition, responsibility, security, social service, social status, supervision-human relations, supervision-technical, variety and working conditions. Scoring of the MSQ also includes a General Satisfaction scale (21st scale) consisting of 20 items, one from each of the twenty scales. The internal consistency reliability of MSQ was estimated by Hoyt's analysis-of-variance method. For teachers' group Hoyt reliability co-efficient ranged from 0.74 for security to 0.92 for advancement. Evidences for the concurrent validity of the MSQ are derived from the study of group differences in satisfaction, especially occupational differences in satisfaction. To determine whether the MSQ reflected these differences, data for 25 occupational groups were analysed by one-way analysis of variance (to test differences in level of expressed satisfaction) and by Bartlett's test of homogeneity of variance (to test differences in group variabilities). The result indicates that group differences (among the 25 occupational groups) were statistically significant at the 0.001 level for both means and variances on all 21 MSQ scales. These data indicate that the MSQ can differentiate among occupational groups. Furthermore, factor analytic results support the content validity of the MSQ and indicate that about half of the common MSQ scale score variance can be represented by extrinsic satisfaction factor, defined by the two supervision scales, company policies and practices, working conditions, advancement, compensation and security. The remaining scales define one or more intrinsic satisfaction factors, accounting for the other half of the common variance. These results also indicate that the factor structure of satisfaction varies among occupational groups.

3.4.4 Occupational Stress Index

This 5-point scale consists of 46 items which are divided into 12 sub-scales, namely, role over-load, role ambiguity, role conflict, unreasonable group and political pressures, responsibility for persons, under participation, powerlessness, poor peer relations, intrinsic impoverishment, low status, strenuous working conditions and unprofitability respectively. The split half reliability and Cronbach's alpha-Coefficients for the scale as a whole were found to be 0.935 and 0.90 respectively. The reliability indices of the 12 subscales computed by the split half method ranged from 0.454 to 0.840. The validity of OSI was determined by computing coefficients of correlation between the scales on the OSI and the various measures of job attitudes and job behaviour. The coefficients of correlation between the scores on the OSI and the measures of job involvement (Lodhal and Kejner, 1965), work motivation (Srivastava, 1980), ego-strength (Hasan, 1970), job satisfaction (Pestonjee, 1973) and job anxiety (Srivastava, 1974) were found to be 0.56, 0.44, 0.40, 0.51 and 0.59 respectively.

3.4.5 Organizational Commitment Scale

This five-point Scale assessing two factors, namely, concern for the organization and identification with the organization consists of 8 items. The split half reliability co-efficient of the scale is 0.6078. Based on the high reliability index of the scale, it may be reasonable to say that the scale yields data that are scientifically as accurate as it is and thus, the scale is acceptably valid.

3.4.6 Work Motivation Questionnaire

This five-point scale comprising 26 items determines the motivation of the employees at the workplace. The internal consistency reliability co-efficient of the scale by Spearman Brown formula was 0.994. To find out the item validity, item total correlations were computed. All the items had high co-efficient of correlation with the total score beyond 1% level of confidence. To assess the factorial validity, all the items were factor analysed using principal component method. Rotations were carried out by varimax criterion. Six factors were identified i.e., dependence, organizational orientation, work group relations, psychological work incentives, material incentives and job situation which measure work motivation.

3.5 Sample

To select the sample, initially different colleges from various regions of Kolkata city were identified randomly; and the representatives of the management of those colleges were contacted. Finally, 7 college authorities granted permission to collect data from the members of their teaching staff. Accordingly, following certain predetermined criteria, a list of male and female college teachers was prepared out of which 40 male and 44 female teachers finally participated in the present research.

Selection criteria:

- i) The teachers within the age range from 30 years to 60 years were selected as participants.
- ii) The teachers with a minimum of 3 years work experience in regular teaching were selected as the respondents.
- iii) The teachers with an association of minimum 3 years with their respective colleges were selected as the respondents.
- iv) Only those who were willing to participate in the study were considered as sample.

3.6 Procedure

With prior permission from the college authorities the tests were administered individually on the participants following a pre-arranged programme schedule and data were collected. After scrutiny, the data were tabulated and scored accordingly. Tabulation work was done separately for each test and for each category of respondents, namely, male and female college teachers.

3.7 Statistical Analysis of Data

In case of General information schedule, descriptive statistics like mode values and percentages were calculated separately for each category of teachers. Means and standard deviations were calculated for each category of the respondents, for each dimension and total of all the five scales. Then t-test was used to compare the two groups of college teachers, both in terms of individual dimension scores and total scores on the tests.

IV. RESULTS AND DISCUSSION

Table 4.1: General characteristics of the college teachers

General characteristics	Male (N =40)	Female (N = 44)
Sex (%)	47.6	52.4
Age range (mode value in years)	40-49	30-39
Marital status (%)		
1) Unmarried	20	20.5
2) Married	80	76.3
3) Divorced	-	2.2
4) Any other	-	-
Educational qualification (%)		
1) Post-graduation	20	36.4
2) M.Phil	7.0	4.5
3) Ph.D	65	55.3
4) Other	7.5	6.8
Discipline (%)		
1) Humanities	15	25
2) Pure science	32.5	29.5
3) Bio science	22.5	29.3
4) Social science	-	18.2
5) Commerce	30	-
6) Other	-	-
Type of organization (%)		
1) Government	67.5	59.1
2) Government-aided	32.5	40.9
3) Private	-	-
Years of experience at the present organization (mode value in years)	10	7
Designation (%)		
1) Assistant professor	47.5	50
2) Associate professor	55.5	37.4
3) Other	-	13.6
Years of experience at the present designation (mode value in years)	12	8
No. of days in a week to attend college (mode value in days)	5	5
Duration of stay at college per day (mode value in hours)	6	6
Income from college per month (%)		
<15,000	-	-
15,000-30,000	-	-
>30,000	100	100

4.1 General characteristics of college teachers

Table 4.1 presents the general information characteristics of the selected respondents of college teachers. The educational qualifications and length of experience of the participants at their respective organizations indicate that they might have got sufficient exposure to enrich their cognitive frames of references; and have certainly encountered several pros and cons of such profession. The general information data imply that the selected samples are well equipped to participate in the present study; and seem to have wider perception to opine about their levels of organizational citizenship behaviour, job satisfaction, occupational stress, organizational commitment, and work motivation that they have felt, so far, in relation to their respective role playing as teachers.

Table 4.2: Organizational citizenship behaviour scores of college teachers and their comparisons

Organizational citizenship behaviour dimensions	Male (N=40)		Female (N=44)		t-value
	Mean	S.D.	Mean	S.D.	
Altruism	29.400	2.394	31.045	3.057	2.728***
Sportsmanship	30.800	4.238	30.068	1.605	1.066*
Conscientiousness	30.875	2.151	32.909	2.409	4.068***
Courtesy	29.025	3.490	31.750	1.906	4.489***
Civic virtue	21.025	1.804	21.500	1.959	1.153*
Total	141.125	7.290	147.273	7.995	3.670***

High scores indicate high level of organizational citizenship behaviour; *Difference insignificant; ***p<0.01

4.2 Organizational citizenship behaviour of college teachers

Table 4.2 indicates that in respect of the dimensions of altruism, conscientiousness and courtesy and overall organizational citizenship behaviour, the male and female teachers have differed significantly. Such findings speak in favour of rejection of hypothesis 1, that is, "Male and female college teachers do not differ significantly in respect of organizational citizenship behaviour and its dimensions", barring the dimensions of sportsmanship and civic virtue. The result is supported by the finding of Midha et al. (2014) but contradicts that of Singh and Padmanabhan (2017). However, the contradiction between the two might be attributed to the difference in the nature of samples, that is, the study by Singh and Padmanabhan had been based on school teachers.

The findings further indicate that in case of majority of dimensions, namely, altruism, conscientiousness, courtesy, civic virtue, and total, the female subjects have scored higher than their male counterparts. Similar findings have been reported by Singh and Padmanabhan (2017), Midha et al. (2014) and Kidder and Parks (2001) too observed the other-oriented behaviours, such as, altruism, courtesy as more congruent with female communal characteristics. In the sportsmanship dimension, the male participants have better scores than their female counterparts. The finding corroborates with those of Abdullah and Akhtar (2016) and Kidder and Parks (2001).

Table 4.3: Job satisfaction scores of college teachers and their comparisons

Job satisfaction dimensions	Male (N=40)		Female (N=44)		t-value
	Mean	S.D.	Mean	S.D.	
Ability utilization	21.000	1.867	17.773	3.409	5.308***
Achievement	20.975	1.819	19.068	3.392	3.168***
Activity	21.125	1.539	20.182	2.661	1.960*
Advancement	20.375	1.764	20.045	3.072	0.596*
Authority	19.975	1.968	19.523	1.982	1.049*
Company policies and practices	19.200	2.255	19.227	2.718	0.049*
Compensation	19.700	1.488	19.205	2.655	1.042*
Co-workers	22.850	1.252	21.864	2.407	2.320**
Creativity	19.075	1.992	19.136	2.890	0.112*
Independence	21.375	1.148	20.091	3.079	2.484**
Moral values	22.925	1.207	23.455	1.982	1.464*
Recognition	20.650	1.688	20.568	2.968	0.154*
Responsibility	20.750	2.193	20.727	3.302	0.037*
Security	22.725	1.281	22.205	1.773	1.525*
Social service	22.425	1.107	20.818	2.375	3.910***
Social status	22.600	1.128	21.773	2.229	2.115**

Supervision-human relations	19.775	2.547	19.841	3.615	0.096*
Supervision-technical	20.900	1.795	19.091	2.523	3.753***
Variety	19.725	1.974	17.773	2.884	3.582***
Working condition	19.650	2.095	19.273	3.769	0.559*
Total	417.775	14.847	401.636	40.408	2.384**

High scores indicate high level of job satisfaction; *Difference insignificant; **p<0.05; ***p<0.01

4.3 Job satisfaction of college teachers

Table 4.3 reveals that the two groups of college teachers have differed significantly not only in terms of overall levels of job satisfaction but also in the dimensions of ability utilization, achievement, co-worker, independence, social service, social status, supervision-technical, and variety. Therefore, hypothesis 2 stating that “Male and female college teachers do not differ significantly in respect of job satisfaction and its dimensions” is rejected, excepting the dimensions of activity, advancement, authority, company policies and practices, compensation, creativity, moral values, recognition, responsibility, security, supervision-human relations, and working condition. The finding confirms to the observation of Kapri (2017); whereas contradicts those of Nigama et al. (2018), Bholane and Suryawanshi (2015) and Katoch (2012).

The male respondents have expressed higher levels of job satisfaction as indicated by the higher mean value than their female counterparts, concerning the dimensions of ability utilization, achievement, activity, advancement, authority, compensation, co-worker, independence, recognition, responsibility, security, social service, social status, supervision-technical, variety and working condition as well as in total. The findings are consistent with the research observations by Bishay (1996) and Mwamwenda (1997).

Table 4.4: Occupational stress scores of college teachers and their comparisons

Occupational stress dimensions	Male (N=40)		Female (N=44)		t-value
	Mean	S.D.	Mean	S.D.	
Role overload	25.200	1.977	26.636	1.740	3.537***
Role ambiguity	12.450	1.709	13.364	2.779	1.796*
Role conflict	13.125	2.255	15.114	2.170	4.109***
Unreasonable group and political pressures	8.850	2.370	11.886	1.401	7.211***
Responsibility for persons	10.425	1.412	7.432	1.873	8.200***
Under-participation	11.775	2.444	13.932	1.531	4.880***
Powerlessness	7.150	1.388	10.818	1.105	13.387***
Poor peer relations	9.400	1.932	9.636	2.232	0.515*
Intrinsic impoverishment	10.600	1.795	12.386	1.932	4.388***
Low status	5.175	1.279	6.205	1.047	4.071***
Strenuous working condition	14.075	1.886	16.841	1.478	7.496***
Unprofitability	5.475	1.037	5.568	1.319	0.359*
Total	133.700	9.056	149.818	8.284	8.519***

High scores indicate high level of occupational stress; *Difference insignificant; ***p<0.01

4.4 Occupational stress of college teachers

Table 4.4 indicates that the male and female faculties have differed significantly in terms of overall levels of occupational stress and also in the dimensions, namely, role overload, role conflict, unreasonable group and political pressures, responsibility for persons, under-participation, powerlessness, intrinsic impoverishment, low status, and strenuous working conditions. Therefore, hypothesis 3 postulating that “Male and female college teachers do not differ significantly in respect of occupational stress and its dimensions”, is rejected barring the domains of role ambiguity, poor peer relations, and unprofitability. Moreover, the female subjects have expressed greater amounts of stress than their male counterparts in all the dimensions of occupational stress excepting one, that is, responsibility for persons. The finding is in consistence with the observations of Harish and Prabha (2018), Basu (2013), and Chaturvedi (2011).

Table 4.5: Organizational commitment scores of college teachers and their comparisons

Organizational commitment dimensions	Male (N=40)		Female (N=44)		t-value
	Mean	S.D.	Mean	S.D.	
Concern for the organization	22.225	2.281	22.614	1.991	0.835*
Identification with the organization	11.925	1.845	12.205	1.424	0.782*
Total	34.150	3.498	34.818	2.443	1.564*

High scores indicate high level of organizational commitment; *Difference insignificant

4.5 Organizational commitment of college teachers

Table 4.5 shows that no significant difference exists between the male and female professors in terms of the dimensions of organizational commitment, and the total thereof. Therefore, hypothesis 4, that is, “Male and female college teachers do not differ significantly in respect of organizational commitment and its dimensions” is accepted. The finding, however, contradicts with the research observation of Zilli and Zahoor (2012) who found significant difference in organizational commitment of teachers based on gender.

The female respondents have been found to be more committed to their organizations than the males. Similar findings have been reported by Khurshid and Parveen (2015), Zilli and Zahoor (2012), Joolideh and Yeshodhara (2008) and Pedro (1992).

Table 4.6: Work motivation scores of college teachers and their comparisons

Work motivation dimensions	Male (N=40)		Female (N=44)		t-value
	Mean	S.D.	Mean	S.D.	
Dependence	21.500	2.253	18.159	2.869	5.892***
Organizational orientation	22.775	3.293	18.341	3.117	6.343***
Workgroup relations	14.700	2.604	10.455	1.691	8.956***
Psychological work incentives	16.725	2.727	11.341	1.098	12.072***
Material incentives	11.775	1.888	7.886	1.298	11.080***
Job situation	12.025	1.423	10.523	1.635	4.470***
Total	99.500	11.059	76.705	7.587	11.098***

High scores indicate high level of work motivation; ***p<0.01

4.6 Work motivation of college teachers

Table 4.6 reveals that the differences between the two groups of college teachers are substantially significant, concerning total and all the dimensions of work motivation. Therefore hypothesis 5, that is, “Male and female college teachers do not differ significantly in respect of work motivation and its dimensions” is rejected. The finding confirms to the observation by Bharti (2017) but contradicts the findings by Cotter et al. (2019), Hatice and Yilmaz (2018), Kumar (2017), and George et al. (2017).

Moreover, in all the six dimensions of work motivation, the male respondents have scored higher, on average, than the females, thereby reflecting greater extent of work motivation among the male college teachers as compared to the females. The finding is consistent with that of Bharti (2017). The female respondents have displayed their dissatisfaction in respect of almost all the areas of their jobs, including both content and context factors (Table 4.3). Moreover, they have reported to be experiencing high levels of occupational stress emanating from almost all sources of job stressors (Table 4.4). Therefore, it may be clearly assumed that job dissatisfaction combined with job stress have played a role in diminishing their motivation toward their work. On the other hand, the participant men have expressed their satisfaction about their jobs, and have reported below average levels of occupational stress, which may be the reasons underlying their heightened work motivation, in the present case.

V. CONCLUDING REMARKS

The present study has thrown light upon some of the most important factors that affect the teaching-learning process. The male and female college teachers have been found to differ significantly across organizational citizenship behaviour, job satisfaction, occupational stress and work motivation. No gender-based difference has been observed among the faculties in respect of organizational commitment. On an average, the female college teachers have exhibited higher levels of organizational citizenship behaviour, occupational stress, and organizational commitment than their male counterparts. Concerning job satisfaction and work motivation the male teachers are found to be on the higher side than the females.

An employee performs effectively if he or she displays organizational citizenship behaviour, and experiences high levels of job satisfaction, organizational commitment, and work motivation. Attempts should be made not only to eliminate the disparities between the male and female faculties concerning these phenomena but also to develop appropriate strategies for enhancing the scope for organizational commitment, and work motivation. Occupational stress serves as a hindrance to the well-being of the employee, ultimately leading to poor performance at work. Effective measures should be taken to reduce the occupational stress of the teachers, thereby facilitating the teaching learning process. The employees might be made aware of the potential sources of stressors and should be motivated to enhance their coping skills.

Future research in this area may be based on wider geographical area focusing on the nature of employment, and age levels of the faculties. The sources of discrepancies between the male and female college teachers in respect of the concerned psychological constructs might be researched upon, with the goal of reducing the disparities and motivating the female faculties to overcome the hardships and enhance their contributions.

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