

AN EMPIRICAL STUDY ON JOB SATISFACTION AND ORGANIZATIONAL CITIZENSHIP BEHAVIOR IN SCHOOLS IN SRI LANKA

Ithrees, A. G. I. M^{1*} and Rauf, F. H. A.²

¹Visiting Lecturer in Business Management, British College of Applied Studies, Kalmunai, Sri Lanka

²Professor of Management, Faculty of Management and Commerce, South Eastern University of Sri Lanka

ithrees.fm@gmail.com, fharauf@seu.ac.lk

Corresponding author*

Abstract

Organizational Citizenship Behavior (OCB) is very important for organizational success. Job satisfaction is a significant variable in predicting citizenship behaviors. It is very essential to identify and promote the level of OCB of school teachers in Sri Lanka since the teachers are significant resources to achieve the better performance of the students who are the future resources of the labor market as well as the economy of the country. The primary objective of this study was to investigate the effect of job satisfaction on the organizational citizenship behavior of school teachers. To achieve this objective, the authors have selected the IAB category of schools in the Kalmunai zone in Sri Lanka. Primary data was collected using a structured questionnaire from a simple random sample of 184 school teachers. The study has found that teacher job satisfaction impacts teacher's OCB in the Kalmunai zone. Moreover, the mean value shows that the job satisfaction and OCB are at a moderate level, and job satisfaction has a strong positive relationship with OCB. Intrinsic job satisfaction was found to be significantly correlated with altruism, conscientiousness, civic virtue, sportsmanship and courtesy dimensions of OCB. The results of multiple regression analysis shown that 55% of the variation in the OCB is explained by job satisfaction. However, the relationship between extrinsic job satisfaction and OCB was negative. Recommendations and directions for future research are also suggested.

Keywords: Job Satisfaction, Organizational Citizenship Behavior, School Teachers

Introduction

Organizational Citizenship Behavior (OCB) is defined as “individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and in the aggregate promotes the effective functioning of the organization” (Organ et al., 2006, p.3). OCB refers to an employee's inclination to perform extra role in their work undertaking discretionary activities which brings

advantages to the other employees and the organizations, even though those activities are not prescribed as job demands. OCB is very important for organizational success (Sadeghi, Ahmadi, & Yazdi, 2016; Erturk, 2007). Organizational citizenship can improve productivity and employee morale which will create a positive work environment.

Ramawickrama et al. (2017) defined job satisfaction as the amount of pleasure sensed by the employee due to his or her appraisal of the job. Job satisfaction is an outcome of employees' perception about how well their job offers those things that are importantly regarded (Luthans, 2011). A satisfied employee is always brings many advantageous to an organization as they put their full effort and extend their best possible. Employees always expect for a sustainable career and good work life balance. A satisfied employee tends to contribute to their employer. The higher the level of job satisfaction higher the organizational productivity, lower the staff turnover and job stress. Job satisfaction boosts the work environment towards positive which will in turn increase the employee OCB. Job satisfaction is a significant variable in predicting citizenship behaviors (Mohammad. et al., 2011).

According to a study by Kailasapathy and Kajandra (2015) in Mannar educational zone OCB of teachers towards all parties such as teams, students and schools were at low level among school teachers. This implies that teachers were not willing to go beyond their role behavior, teachers were not willing to extend their support to their peers of suffering with heavy workload. Teachers did not provide any special assignments to improve their cognitive skills, and they are not willing to undertake extra works assigned by their principals, and they were hesitant to participate in the decision-making process to improve the school performance. Recently, the school teachers are demanding with the government for their better salary. This issue is going on among all teachers in the island-wide. However, no solutions are given by the government. Actually, the teachers have to work hard within the stipulated time frame in order to obtain the better performance of the students. Suppose the government offers more salary and other benefits as demanded by the school teachers. In that case, they will show better dedication and it will be possible for obtaining higher performance as well as extra role behaviors such as OCB of school teachers.

Most of the teachers are obtaining their first appointment out of the district and provinces. Also, they should wait for a transfer for more than five years. This seriously affects their satisfaction and actual performance as well as extra role performance (OCB) since they are spending more times on traveling and leaving their spouse and children. Therefore, considering the better performance of the school teachers, their appointment should be limited to their hometown. Otherwise, the time frame between their first appointment and transfer should be reduced. Based on this issue, it can be concluded that the level of OCB among school teachers is weak. Further, it is very essential to identify and promote the level of OCB of school teachers in Sri Lanka since the teachers are very important resources to achieve the better performance of the students who are the future resources of the labor market as well as the economy of the country.

According to the literature review, job satisfaction is correlated with OCB. Moreover, the authors could not find any research studies on job satisfaction and OCB among school teachers in the Kalmunai zone in Sri Lanka. In addition, schools are the initial phase of the career ladder of each human being. Above justification clearly indicates the research gap unattended to study the affect of job satisfaction on OCB among the school teachers in Kalmunai zone in Sri Lanka. The problem statement has directed an avenue to the authors to conduct a study to answer the question of whether the job satisfaction relates to OCB in schools. Therefore, the general objective of this study is to examine the impact of job satisfaction on organizational citizenship behavior of school teachers in Kalmunai zone. In addition to that, this study focuses on the following sub objectives as well.

- To identify the level of job satisfaction and OCB among school teachers
- To find out the relationship between Intrinsic and Extrinsic Job satisfaction and OCB.
- To find out the relationship between Intrinsic Job satisfaction and dimensions of OCB.
- To find out the relationship between Extrinsic Job satisfaction and dimensions of OCB.
- To make recommendations to improve job satisfaction and OCB.

OCB generally improve employee morale. Employee's sense of purpose can be improved with OCB this will in turn improves employee productivity. Many research shown OCB predicts performance. Employees will have a better social connection. Employees can provide exceptional results with their extra role that are essential to the success of any organization. As a result, OCB research studies are critical in any organizational setting or on any type of employee. Teachers are the employees who are the most important assets of nations since they produce the nation's human capital. This study will inform policymakers on how to develop job satisfaction for school teachers in order to improve their OCB.

It would be helpful for teachers in schools to identify their level of job satisfaction and its worth to the schools. Further, they may identify the factors which reduce their job satisfaction and OCB. Moreover, this research would also help the principals, sectional heads and other responsible officers of schools to realize their duties and responsibilities in order to increase the job satisfaction of school teachers and, hence, to increase OCB.

Literature Review

Generally employees as human being, they always seek psychological and physiological fulfillment. Job satisfaction is vital to manage employees in modern organizations. Job satisfaction is concerned about the feeling of employees towards their work and place of work. Therefore, the concept of 'job satisfaction' is principal concern in achieving both organizational and employees' expectations this will in turn offer a lot of advantages directly or indirectly to the whole society (Ramawickrama et al., 2017).

There are three dimensions of job satisfaction (Velnampy, 2009). The first dimension refers to the emotional response to a job situation. Therefore no one can see it and it can only be inferred. Second

dimension is about how well outcomes meet or exceed expectations. For instance, if employees feel that they are treated equitably and receive fair returns for their contribution, they may show a positive attitude towards the organization which refers as job satisfaction. Contrarily, if employees feel they work harder than others but still treated with fewer rewards, they may be dissatisfied and show a negative attitude towards their leader and the organizations. The third dimension refers multi related attitudes. Luthans (2011) revealed that there are five dimensions of job satisfaction. They are the work itself, pay, promotion opportunities, supervision, and coworkers. However, many researchers described the different kinds of dimensions of job satisfaction. Weiss et al. (1967) developed the short version of the Minnesota Satisfaction Questionnaire (MSQ), which measures satisfaction with several aspects of work and work environments. They proposed many dimensions such as 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, variety and working conditions. As per Weiss et al. (1967) employees are permitted to make use of their ability, opportunity to get a feeling of accomplishment, opportunity to active involvement all the time, opportunity for career advancement for employees, having discretion to order others about what to do, existence of fair administration policy, equity in pay, availability of friendly co-workers, opportunity given for trying any creative ideas, permitted to work alone and independently, permitted to work morally, possibility of getting recognition for the work, opportunity given for taking decision independently, feeling of safe and job security, permitted to extend contribution to others, can be a recognized one in the community, permitted to do something new, and provided a good working condition are dimensions of job satisfaction.

Martins and Proenca (2012) recognized MSQ-Short version scale for measuring job satisfaction has validity and reliability. However, the long-form MSQ has hundred items that can be used to examine individual attitudes regarding twenty distinct components of the workplace. These elements, or groupings of job encouragements, are measured using twenty scales of five items in questionnaires that measure various sorts of intrinsic and extrinsic work factors (Pennington, 1991). The MSQ short form clearly differentiates intrinsic element from extrinsic elements (Weiss et al., 1967, as cited in Baylor, 2010). Activity, authority, moral values, advancement, creativity, recognition, social service, responsibility, independence, variety, achievement, ability utilization, and achievement are identified as intrinsic factors. Salary, coworkers, company policies, technical supervision, working environment, social standing, human relations supervision, and security are used as elements of extrinsic factors to measure extrinsic job satisfaction. (Baylor, 2010). Locke (1976), as cited in Buitendach and Rothmann (2009), mentions the common aspects of job satisfaction such as “work, pay, promotions, recognition, benefits, working conditions, supervision, co-workers, company and management” (p.1302). Later studies suggested that all of these aspects can be grouped in to two as intrinsic and extrinsic (Hirschfeld, 2000; Spector, 1997, as cited in Buitendach and Rothmann (2009). Buitendach and Rothmann (2009) indicated that extrinsic elements of job satisfaction such as such as pay, working conditions and co-workers are the aspects which have little to do either with the job tasks or content of

the work itself. However, intrinsic elements such as variety and autonomy include in the job tasks themselves.

Organ et al. (2006) has defined OCB as “Individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and in the aggregate promotes the efficient and effective functioning of the organization” (p.3). The construct of OCB was first introduced more than 25 years ago and now become as popular construct in the field of organizational behavior (Luthans, 2011). OCBs are the spontaneous behaviors that employees demonstrate which directly stimulate the effective functioning of an organization, but it is not necessary to increase the productivity of an employee (Acaray and Akturan, 2015). Luthans (2011) identified the five dimensions of OCB: altruism (e.g., voluntarily assists others in their job), conscientiousness (e.g., use the resources properly without wastage), civic virtue (e.g., be careful about the effect of your behavior on another’s job), sportsmanship (e.g., tolerate inconvenience when it arises), and courtesy (e.g., show pride when representing the institution in public).

Podsakoff et al. (1990) as cited in Organ et al. (2006), identified five major categories of organizational citizenship behavior based on the conceptual work of Organ (1988): altruism: This is the behavior that an employee engage that are discretionary which helps other employees in their organizational related issues. Conscientiousness: This is the behavior that an employee engage that are discretionary in which employees go extra mile and go beyond the minimum expected level of performance requirements such as attendance, obeying rules and regulations, taking breaks, and so forth. Sportsmanship: This is the behavior that an employee engage that are discretionary through which employees tolerate any inconveniences without complaining when they perform their job such as avoid complaining, petty grievances (Organ, 1988, p.11. as cited in Organ et al. 2006, p.251). Courtesy: This is the behavior that an employee engage that are discretionary in which employees tend to prevent any problems related to their work. Civic virtue: This is the behavior that an employee engage that are discretionary in which employees responsibly participates in, is involved in, or is concerned about the life of the company (Podsakoff et al., 1990, p.115 as cited in Organ et al., 2006, p.251).

Theory of social exchange emphasizes that job satisfaction tends to increase the OCB of employees as an exchange to the organization. “A group or individual starts social exchange by spontaneously giving another group or individual something of value or favor or respect, admiration, or support. People who get involved in such exchanges are likely to feel some obligation to reciprocate. However, at the time of receiving such an exchange, neither party mentions what, when, or how this reciprocation will be done. Here, the relationship is open-ended. Parties involved may simply expect that they will continue to give and receive from each other any elements of social value. In organizations, employment contracts specify duties, time, salary, benefits and other privileges. However, social exchange is also developed when a person interacts with others. This situation makes the relationships a mix of economic and social exchange” (Blau, 1964, cited in Rauf, 2015, p.17).

When an employee or group of employees interact, each other may exchange rewards needed by others. An employee or group of employees received any rewards from other peers or group of employees or individuals, they will satisfy with their co-workers and their jobs respectively. Therefore, they feel to reciprocate something which is in addition to their routine duties and responsibilities for the individual and organization. Thus, Social exchange creates OCB among the individuals. Based on the social exchange theory, it can be concluded that the employees who receive extra values and benefits which are getting higher job satisfaction, will increase in OCB.

This theory argues that leaders will apply different styles with different subordinates since subordinates vary in abilities and attitudes (Dansereau et al., 1975, as cited in Rauf, 2015). Further, the leader has to provide more than the expectations of the people in order to achieve extra contribution from the people (Graen & Uhl-Bien, 1995, as cited in Rauf, 2015). Therefore, leader and employee's relationship go more than job descriptions (Rauf, 2015). Hence, it can be realized that the employers can get the extra contributions from the employees, such as organizational citizenship behavior, if such employers provide the extra benefits such as better quality of work life. Kamel et al. (2015) indicated that the job satisfaction highly impacts OCB. Further, they indicated that the greater the level of job satisfaction, the higher the level of OCB. Therefore, job satisfaction can be considered as an important determinant of OCB. Many empirical studies have provided evidence for this relationship (ex: Milan Shrestha (2022); Paramanandam and Selvanayaki, 2016); Linda et al. (2019); Mohammad et al. (2011); Kasraie et al. (2014); (Kar, 2018); (Kumaran, 2013); Hemakumara (2018); Abdulla and Akhar (2016); Kamel et al. (2015); Intaraprasong et al. (2012); Foote and Tang (2008); Indarti (2017); Murphy et al. (2016); Murphy et al. (2016)).

Methods

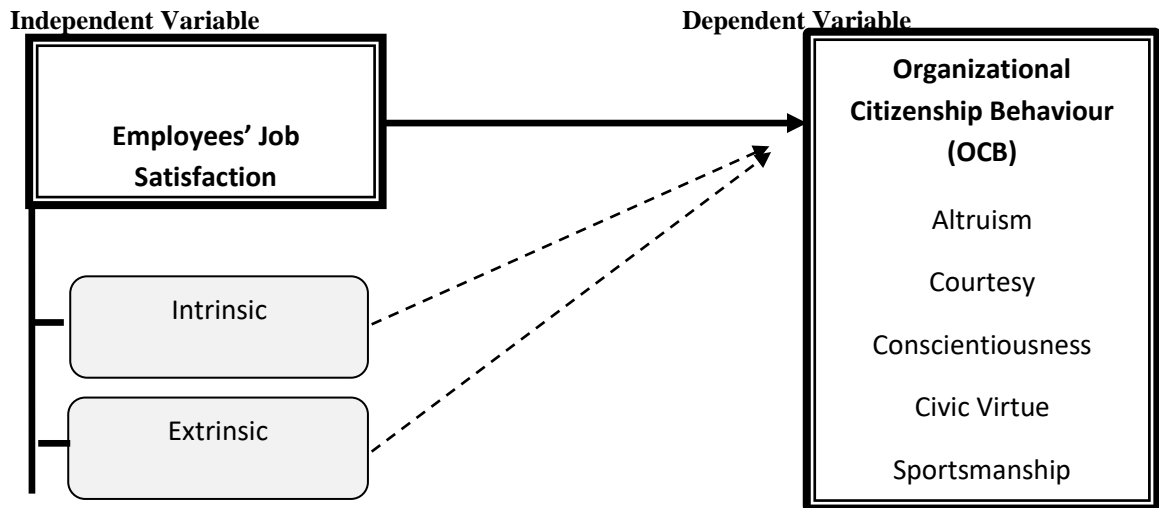
The following conceptual framework is developed based on the social exchange theory and many empirical evidence. Many studies have found that job satisfaction eventually increases the OCB (ex, Kamel et al., 2015; Paramanandam and Selvanayaki, 2016; Linda et al., 2019; Mohammad et al., 2011; Kasraie et al., 2014; Kar, 2018; Kumaran, 2013; Hemakumara, 2018; Abdulla and Akhar, 2016; Intaraprasong et al., 2012; Foote and Tang, 2008; Indarti, 2017; Murphy et al., 2016; Luthans, 2011).

Conceptual Model

Based on the above model, the following hypothesis is developed.

H1: There is a relationship between job satisfaction and OCB.

Further, it is proposed to examine the relationship between the dimensions of job satisfaction and the dimensions of OCB.



Source: Researcher's construction.

Population and Sample

The population of this study were the school teachers in the Kalmunai zone in Sri Lanka. Researchers selected the population from the Kalmunai zone only due to the easy access of the data as well as the number of populations in schools on the island-wide is very high. Schools in Sri Lanka were classified into five levels as follows: “Span-1:1AB (grade1-13 with A/L Bio Science), Span-2:1C (grade 1-13 without A/L Bio Science), Span-3: II (grade 1-11), Span-4: II (grade 1-9), Span-5: III (grade 1-5)”. Researchers selected only 1AB category of schools. Because, 1AB Schools consist from grade - 01 to grade - 13 with A/L Bio Science.

The simple random sampling method was used. Table 1 shows the total population of three schools which were selected by the researchers for this study. Researcher selected the 50% of total population as sample population. Sample size of this research was 184 school teachers. Therefore, researchers issued 61 questionnaires (121/2) in KM/KM/ Al-Ashraq M.M.V (National School), 40 questionnaires (80/2) in KM/KM/ Al-Mazhar Girls High School as well as 83 questionnaires (165/2) in KM/KM/ Zahira College (National School). Table 3.3 shows the sample selection.

This research was a primary survey through a self-administered standard questionnaire in English and Tamil, according to the research study, where the questionnaire consists of two parts.

Questionnaire consisted of 44 questions where from question no –01 to question no -20 are related to job satisfaction and then, from question no –21 to question no -44 are related to OCB. Question numbers Q1, Q2, Q3, Q4, Q7, Q9, Q10, Q11, Q15, Q16, Q18, Q19, Q20 are related to the intrinsic dimension of job satisfaction and Question numbers Q5, Q6, Q8, Q12, Q13, Q14, Q17 are related to the extrinsic dimension of job satisfaction. Further, the questions no 01 related to job satisfaction factor ‘Activity’, the questions no 02 related to job satisfaction factor ‘Independence, the questions no

02 related to Job Satisfaction factor ‘Independence, the questions no 03 related to job satisfaction factor ‘Variety, the questions no 04 related to job satisfaction factor ‘Social status, the questions no 05 related to job satisfaction factor ‘Supervision-human relations, the questions no 06 related to job satisfaction factor ‘Supervision-technical, the questions no 07 related to job satisfaction factor ‘Moral values, the questions no 08 related to job satisfaction factor ‘Security, the questions no 09 related to job satisfaction factor ‘Social service, the questions no 10 related to job satisfaction factor ‘Authority, the questions no 11 related to job satisfaction factor ‘Ability utilization, the questions no 12 related to job satisfaction factor ‘Company policies and practices, the questions no 13 related to Job Satisfaction factor ‘Compensation, the questions no 14 related to job satisfaction factor ‘Advancement, the questions no 15 related to job satisfaction factor ‘Responsibility, the questions no 16 related to job satisfaction factor ‘Creativity, the questions no 17 related to job satisfaction factor ‘Working conditions, the questions no 18 related to job satisfaction factor ‘Co-workers, the questions no 19 related to job satisfaction factor ‘Recognition, the questions no 21 – 25 are related to OCB factor ‘Altruism, the questions no 26 – 30 are related to OCB factor ‘Courtesy, the questions no 31 – 35 are related to OCB factor ‘Conscientiousness, the questions no 36 – 39 are related to OCB factor ‘Civic Virtue, the questions no 40 – 44 are related to OCB factor ‘Sportsmanship. This questionnaire was directly distributed among the sample. The responses for each question were provided scores ranging from 1-5 (1-Strongly disagree, 2- disagree, 3-Neutral, 4- Agree, 5-Strongly agree).

Table 1: Composition of the Total Population and Sample

Name of the school	Total population (Number of Teachers	Random sampling (50%)
KM/KM/ Al-Ashraq M.M.V (National School)	121	61
KM/KM/ Al-Mazhar Girls High School	80	40
KM/KM/ Zahira College (National School)	165	83
Total	366	184

Source: Survey data

Once the data collection was over, a preliminary screening was done to verify that all the questions are answered by all respondents. The gathered through the questionnaire were transferred to worksheets with assigned scores based on the responses. All repeses were coded using a Likert scale ranging from 5 very high to 1 very low. Then, they were checked for normalcy and accuracy using statistical analysis with Statistical Package for Social Science (SPSS).

This study apply descriptive and correlational analysis. Frequencies, central tendencies and dispersions of the dependent and independent variables were analyzed using descriptive analysis. Frequency distribution shown about how the responses were spread or distributed in the various subcategories of each variable. Means of independent and dependent variable has shown the central tendencies of the data sets. Dispersions of the datasets of the variables were calculated using the standard deviation. As there are two variables in this study, rather than relying only on mean and standard deviation, knowing how one variable is related to another variable is important. Main objective of this study is to identify the relationship between job satisfaction and OCB. Therefore, as correlational analysis involves two variables at a time, it was done to confirm whether the independent variable job satisfaction is associated with the dependent variable OCB. Therefore, authors used Pearson correlation coefficient to find out the strength of the relationship.

As mentioned by Sekaran (2003), testing the validity and reliability is important to ensure whether instrument has stable pattern and it measure accurately what is intended to measure. As stated by Jackson (2003), measuring instrument can be validated about its truthfulness using validity test. It specifies the confirmation of whether the tool measures what it intends to measure. Sekaran (2003) proposed three types of validity such as content validity, construct validity and criterion-related validity to ensure the goodness of measures. As content validity functions to ensure about how well the dimensions and elements of a concept have been delineated, confirming the adequacy and appropriate representativeness of items in the instrument to tap the concept is done by the content validity (Sekaran, 2003). Authors carefully consider the specific phenomena, objectives of the study, hypotheses, indicators devised for the independent and dependent variables when construction of instrument was done using validity test. Consequently, the finalized instrument provided adequate coverage of the phenomenon of employees' job satisfaction and OCB.

Data Analysis and Findings

Using 10 staff from KM/KM/ Al-Ashraq M.M.V. National School, 10 staff from KM/KM/ Al-Mazhar Girls High School and 10 staff from KM/KM/ Zahira College A pilot study was conducted to find the reliability of the tool.

Sekaran (2003) stated that the consistency and stability of the instrument can be ensured by testing the reliability. The reliability of the tool was ensured using the internal consistency reliability test and Cronbach's coefficient alpha indicates internal consistency reliability. As the Cronbach's coefficient alpha was more than 0.70 for all the variables, reliability was assured.

Table 2: Demographic Statistics (N=184)

	Frequency	Percentage
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Gender	Male	100	54.3%
	Female	84	45.7%
Age	<30	16	8.7%
	30-40	83	45.1%
	41-50	77	41.8%
	51-60	8	4.3%
Service period	<5	12	6.5%
	5-10	6	3.3%
	11-15	77	41.8%
	16-20	22	12.0%
	21-25	52	28.3%
	25<	15	8.2%
Type of Grade	SLTS (I)	48	26.1%
	SLTS (2I)	37	20.1%
	SLTS (2II)	87	47.3%
	SLTS (3I)	12	6.5%

Source: Survey data

Based on the analysis carried out among 184 respondents, 26.1% of respondents are SLTS (I), 20.1% of respondents are SLTS (2I), 47.3% of respondents are SLTS (2II), and 6.5% of respondents are SLTS (3I). According to the analysis, most of the respondents are SLTS (2II), and the least are SLTS (3I) teachers. Based on the analysis carried out among 184 respondents, 54.3% of respondents are male teachers, and 45.7% of respondents are female teachers. According to the analysis, most of the respondents are male teachers, and the least are female teachers. Of the respondents, 8.7% of respondents are below 30 years old, 45.1% of respondents are between 30-40 years old, 41.8% of respondents are between 41-50 years old, and 4.3% of respondents are between 51-60 years old teachers. According to the analysis, most of the respondents are between 30-40 years old and the least are between 51-60 years old. Based on the analysis carried out among 184 respondents, 33.2% of respondents are from KM/KM/ Al-Ashraq M.M.V (National School), 21.7% of respondents are from KM/KM/ Al-Mazhar Girls High School, and 45.1% of respondents are from KM/KM/ Zahira College (National School). According to the analysis, most of the respondents are from KM/KM/ Zahira College (National School), and the least is KM/KM/ Al-Mazhar Girls High School.

Based on the analysis carried out among 184 respondents, 6.5% of respondents have below 5 years' service period, 3.3% of respondents have between 5-10 years' service period, 41.8% of respondents have between 11-15 years' service period, 12% of respondents have between 16-20 years' service period, 28.3% of respondents have between 21-25 years' service period and 8.2% of respondents have more than 25 years' service period. According to the analysis, most of the respondents have between

11-15 years' service period and the least is between 5-10 years' service period. Authors used Mean and Standard deviation to test the level of job satisfaction and OCB.

Based on the result of descriptive analysis, the systematic level of job satisfaction and OCB of teachers are shown in Table 3.

Table 3: Results of Measurement of Job Satisfaction and OCB of Teachers

Variables	Mean	Standard deviation
Job Satisfaction	3.30	0.689
Intrinsic	3.32	0.641
Extrinsic	3.40	0.999
Organizational Citizenship Behaviour	3.68	0.548
Altruism	3.49	0.677
Courtesy	3.53	0.670
Conscientiousness	3.77	0.607
Civic Virtue	3.83	0.745
Sportsmanship	3.82	0.506

Source: Survey Data

According to the above table 4.10 the mean of all the respondents for the job satisfaction is 3.30. This value falls under the moderate level of the above continuum. This implies that teachers tended to agree that the teacher's job satisfaction was moderate. In addition, the mean value of 3.30 with the standard deviation of .689 in the samples proves that the level of job satisfaction can fall into low level ($3.30 - .689 = 2.611$) to high level ($3.30 + .689 = 4.0$). Therefore, the value of Job Satisfaction may vary from low level to high level.

According to the mean of all the respondents for the intrinsic job satisfaction is 3.3018. This value falls under the moderate level of the above continuum. This implies that teachers tended to agree that the teacher's intrinsic job satisfaction is moderate. In addition, the mean value of 3.3018 with the standard deviation of .63246 in the samples proves that the level of intrinsic job satisfaction can fall into low level ($3.3018 - .63246 = 2.66934$) to high level ($3.3018 + .63246 = 4.0$). Therefore, the value of intrinsic job satisfaction may vary from low level to high level. According to the mean value of all the respondents for the extrinsic job satisfaction, it is 3.2826. This value falls under the moderate level of the above continuum. This implies that teachers tended to agree that the teachers' extrinsic job

satisfaction was moderate. In addition, the mean value of 3.2826 with a standard deviation of .84916 in the samples proves that the level of extrinsic job satisfaction can fall into the low level ($3.2826 - .84916 = 2.43344$) to a high level ($3.2826 + .84916 = 4.13176$). Therefore, the value of extrinsic job satisfaction may vary from low level to high level. Further, the mean value of all the respondents for the OCB is 3.68. This value falls under the moderate level of the above continuum. This implies that teachers tended to agree that the OCB is moderate. In addition, the mean value of 3.68 with the standard deviation of .548 in the samples proves that the level of OCB can fall into moderate level ($3.68 - .548 = 3.132$) to high level ($3.68 + .548 = 4.228$). Therefore, the value of OCB may vary from a moderate level to a high level.

Table 4: Correlation and Regression Analysis

Variables	Correlation (r)	P value
Teacher's Job Satisfaction and OCB	.696**	.000
Teacher's Intrinsic Job Satisfaction and OCB	.740**	.000
Teacher's Extrinsic Job Satisfaction and OCB	.592**	.000
Intrinsic Teacher's Job Satisfaction and Altruism Dimension of OCB	.714**	.000
Intrinsic Teacher's Job Satisfaction and Conscientiousness Dimension of OCB	.717**	.000
Intrinsic Teacher's Job Satisfaction and Sportsmanship Dimension of OCB	.624**	.000
Intrinsic Teacher's Job Satisfaction and Courtesy Dimension of OCB	.371*	.000
Intrinsic Teacher's Job Satisfaction and Civic Virtue Dimension of OCB	.784**	.000
Extrinsic Teacher's Job Satisfaction and Altruism Dimension of OCB	.659**	.000
Extrinsic Teacher's Job Satisfaction and Conscientiousness Dimension of OCB	.618**	.000
Extrinsic Teacher's Job Satisfaction and Sportsmanship Dimension of OCB	.547**	.000
Extrinsic Teacher's Job Satisfaction and Courtesy Dimension of OCB	.212	.000
Extrinsic Teacher's Job Satisfaction and Civic Virtue Dimension of OCB	.762**	.000

Source: SPSS Output

Table 4. Shows a strong positive relationship between job satisfaction and OCB, with Hypothesis 1 accepted. Intrinsic job satisfaction was found to be significantly correlated with OCB. Extrinsic job satisfaction was also found to be positively correlated with OCB. Further, intrinsic job satisfaction was

found to be positively correlated with altruism, conscientiousness, sportsmanship, courtesy, and civic virtue dimensions. Extrinsic job satisfaction was found to be positively correlated with altruism, conscientiousness, sportsmanship, courtesy, and civic virtue.

Overall, the findings suggest that job satisfaction was found to be significantly correlated with OCB.

Table 5: Model Summary: Multiple Regression

Model Summary - Multiple Regression				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.741 ^a	.550	.516	.38931
a. Predictors: (Constant), Extrinsic, Intrinsic				

Source: SPSS Output

Table 6: ANOVA^a: Multiple Regression

ANOVA^a - Multiple Regression						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.997	2	2.498	16.484	.000 ^b
	Residual	4.092	27	.152		
	Total	9.089	29			
a. Dependent Variable: OCB						
b. Predictors: (Constant), Extrinsic, Intrinsic						

Source: SPSS Output

Based on Table 7, the multiple regression model was obtained as $OCB = 1.460 + .747 \text{ Intrinsic} - .072 \text{ Extrinsic}$. As such, 55.0% of the variability in the dependent variable of OCB is explained by the independent variables of intrinsic job satisfaction and extrinsic job satisfaction. There is a significant negative relationship between extrinsic job satisfaction and OCB.

Table 7: Coefficients' Multiple Regression

Coefficients^a - Multiple Regression						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.460	.435		3.356	.002
	Intrinsic	.747	.261	.856	2.864	.008
	Extrinsic	-.072	.167	-.129	-.431	.670
a. Dependent Variable: OCB						

Source: SPSS Output

Discussion of Findings

The primary objective of the study was to examine the impact of job satisfaction on organizational citizenship behavior of school teachers in Kalmunai zone. The results of this study show that teacher's job satisfaction has significant and positive impact ($r = .696, p=.000$) on teacher's OCB in Kalmunai zone. The sub-objectives of this study were to identify the level of job satisfaction and OCB among school teachers in the Kalmunai zone, to find out the relationship between intrinsic and extrinsic job satisfaction and OCB, to find out the relationship between intrinsic job satisfaction and dimensions of OCB, to find out the relationship between extrinsic job satisfaction and dimensions of OCB, to make recommendations to improve the job satisfaction and OCB.

This result of this study shown that the level of job satisfaction and OCB are in moderate level, there is strong positive relationship between intrinsic job satisfaction and OCB, there is strong positive relationship between extrinsic job satisfaction and OCB, there is strong positive relationship between intrinsic job satisfaction and altruism dimension of OCB, there is positive relationship between intrinsic job satisfaction and courtesy dimension of OCB, there is strong positive relationship between intrinsic job satisfaction and conscientiousness dimension of OCB, there is strong positive relationship between intrinsic job satisfaction and civic virtue dimension of OCB, there is strong positive relationship between intrinsic job satisfaction and sportsmanship dimension of OCB, there is strong positive relationship between extrinsic job satisfaction and altruism dimension of OCB, there is no significant relationship between extrinsic job satisfaction and courtesy dimension of OCB, there is strong positive relationship between extrinsic job satisfaction and conscientiousness dimension of OCB, there is strong positive relationship between extrinsic job satisfaction and civic virtue dimension

of OCB, there is strong positive relationship between extrinsic job satisfaction and sportsmanship dimension of OCB.

Recommendations and Direction for Future Studies

School principals must actively ask teachers to develop school goals and targets in order to increase teacher OCB. Teachers will feel more meaningful as a result of this activity since they will be doing more strategic things for their schools. Conscientiousness will increase because they will become more concerned about using time and resources more efficiently. OCB can be improved if the principal is more honest, open, and respectful of teachers, which, when combined with practical direction and supervision, can increase civic virtue by making teachers more responsible, wise, and loyal to contribute maximally to every school's progress.

OCB is likely to be strongly impacted by strategies to boost teacher work satisfaction through more significant possibilities for advancement and perks from schools, paired with good direction from school principals so that teachers may be more productive. These research findings stated that the intrinsic and extrinsic satisfaction of the teachers who are attached to government schools are at a moderate level. Hence, their job satisfaction needs to be improved further in order to enhance their level of organizational citizenship behavior.

Providing better payment and other benefits, the chances can be given for teachers to work alone, to do different things, the status of the school teachers should be at a high level in the community, principals and sectional heads should handle the school teachers frankly, providing the freedom and flexibility for school teachers in their works, using abilities and giving their suggestions to school administrators, providing better promotion opportunities with better payments and providing better and suitable working conditions are recommended for increasing job satisfaction and OCB.

This research study considered only 1AB schools in Kalmunai zone. This can be extended to all government schools in Sri Lanka. Further, this research studied the impact of job satisfaction on organizational citizenship behavior. Therefore, there is gap to do the research covering all schools in Sri Lanka or by considering the impact of other factors on organizational citizenship behavior of school teachers.

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