

## GENDER AND NATURE OF SCHOOL ORGANIZATIONS PREDICT INTERDEPENDENT HAPPINESS OF TEACHERS

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### **ABSTRACT**

*The study aimed to explicate the role of gender, types of school organizations and citizenship behaviour in shaping the interdependent happiness of the male and female secondary school teachers. The study employed a correlational design that recruited 118 males ( $M = 45.86$ ,  $SD = 10.71$ ) and 120 females ( $M = 43.24$ ,  $SD = 9.79$ ) by a convenient sampling. Gender and nature of school organizations demonstrated main effects for both organizational citizenship behaviour and interdependent happiness. The private teachers showed significantly higher mean scores on organizational citizenship behaviour and interdependent happiness as compared to central and state teachers. Irrespective of gender and types of schools, interdependent happiness exhibited a positive correlation with the scores of organizational citizenship behaviour. Interdependent happiness showed non-significant negative correlations with organizational citizenship behaviour of the male and female teachers of central and private schools. For state teachers, positive correlations were observed between these measures. Overall, a positive correlation was seen between these variables for the entire sample. The hierarchical regressions showed that gender and central school type contributed significant variance in the scores of interdependent happiness of the teachers while state and private school types did not. In essence, gender and types of school organization carry significant implications to underscore citizenship behaviour and interdependent happiness of the teachers. These findings may be useful for educationists, researchers and policymakers. Future directions for researchers have been suggested.*

**KEYWORDS:** *Gender, Types of School Organization, Organizational Citizenship Behaviour, Interdependent Happiness*

### **INTRODUCTION**

With the establishment of Positive Psychology as a new branch of Psychology in 2000, a paradigm shift was observed in all major streams of Psychology. This happening also influenced organizational behaviour that adopted positive organizational behaviour perspective to underscore the human aspect in organizational settings. With the introduction of positive organizational behaviour approach in organizational behaviour, many new positive psychological constructs were evolved and testified to understand the performance, functioning and well-being of individuals in organizations. Two of these positive psychological constructs that have attracted the researchers' attention were citizenship behaviour and interdependent happiness. Citizenship behaviour entails a set of positive and desirable outcomes that are assumed to be working behind the regulation and enhancement of organizational effectiveness. According to Morrison (1996), citizenship behaviour entails human resource philosophy of an organization that places a high value on retaining

employees in a long-term relationship that motivate them to engage in increased organizational citizenship behaviours. It has been observed that the consistency of personal value orientation and organizational culture have the capacity to predict employee retention. The higher the consistency, the greater will be the chance of retention (Spitzmuller et al., 2008). It has been argued that the likelihood of turnover of employees in an organization decreases with the increased congruence between their personal goals and organizational goals (Spitzmuller et al., 2008). In spite of its significance to underscore a plethora of organizational effectiveness and performance, the nature, mechanisms and consequences of organizational citizenship behaviour have not been properly studied as most of the empirical studies focus on organizational citizenship behaviour as a valuable outcome in itself (Spitzmuller et al., 2008). Moreover, the studies that have considered organizational citizenship behaviour as the predictor of other significant outcomes focus mainly on it as a predictor of the individual, group and organizational performance (Spitzmuller et al., 2008). Yadav (2012) has reported gender differences in happiness in favour of female teachers that have also achieved higher scores on teaching effectiveness. The major reason may be the higher interest of the females in the teaching profession to teach better and report happy themselves. The younger teachers are happier and the older one performed better. These findings are consistent with western research and verify the positive relationship between happiness and positive outcomes (Yadav, 2012).

The study of the relationship between happiness and organizational citizenship is new to the field of positive organizational behaviour (Avey, Wernsig & Luthans, 2008). Miles, Borman, Spector and Fox (2002) have suggested that employees who are happy have a tendency to be more helpful to other employees and colleagues with whom they work with, tend to be more respectful to other people, and, thus, are more likely to perform better on organizational citizenship behaviour indices. According to Isen (1984), people who feel happy may choose to engage in behaviours that make them continue to feel happy. For example, higher engagement of oneself in altruistic, empathetic, or courteous behaviours increases their organizational citizenship behaviours. In addition, Isen and Daubmen (1984) have posited that organizational citizenship behaviour may be encouraged by positive emotions that are inherent in happiness. It has been suggested that positive emotions have the inclination to help maintain relationships and to develop flourishing social interactions (Diener & Seligman, 2002). This has been nicely propagated in Broaden-and-Build theory of Fredrickson (1998) that suggested positive emotions to broaden the scope of attention, cognition, and action with the potential to build physical, intellectual and social resources. The researchers have argued that the broadening of thought repertoires allows individuals to be more prone to tolerate hassles and annoyances of organisational life without complaining and filing grievances and to get involved in organisational activities to assist and improve the organisation (Rego, Ribeiro, & Cuhna, 2010). In their study of the relationship between happiness and organizational citizenship behaviour, Rego, Ribeiro, and Cuhna (2010) observed that happiness correlated positively with the components of organizational citizenship behaviour namely, altruism, sportsmanship, civic virtue as well as overall organizational citizenship behaviour. The researchers have also reported that happiness predicted some dimensions of organizational citizenship behaviour as well as overall organizational citizenship behaviour. Borman, Penner, Allen and Motowildo (2001) observed that happiness measured by positive emotions correlated positively with organizational citizenship behaviour and negative emotions inversely with organizational citizenship behaviours.

Some recent pieces of evidences suggest that the organizational outcome of organizational citizenship behaviour is not limited only to the organizational performance of the organizations but also extend to customer service quality and sales performance. Moreover, these benefits of organizational citizenship behaviour also proliferate to customer

satisfaction, employee turnover, organizational performance and organizational effectiveness (Podsakoff et. al., 2000), absenteeism and withdrawal behaviours (Khalid, & Ali, 2005). Organizational citizenship behaviours, in turn, are influenced by the knowledge sharing intentions. Some studies have reported that organizational citizenship behaviour has a positive effect on the intention to share knowledge (Lin, & Liu, 2016). In Indian organizational context, Sharma, Bajpai and Holani (2011) have observed a linear relationship between organizational citizenship behaviour and job satisfaction in their study of 200 managerial and non-managerial staff of public and private sectors. They added that organizational citizenship behaviour is higher among public sector employees than the employees of the private sector. Thus, this study underscores the role of nature of the organization in shaping organizational citizenship behaviour of employees. Irrespective of the type of organization, job satisfaction was found to be increased and enhanced by practising organizational citizenship behaviour (Bolino, & Turnley, 2005).

The above discussion makes in explicit that organizational citizenship behaviour is a very useful and effective positive psychological construct to understand a multitude of organizational outcomes. Many positive organizational outcomes have been observed to be associated with organizational citizenship behaviour. For example, happiness and job satisfaction have been reported to be positively correlated with the practice of organizational citizenship behaviour (Bolino, & Turnley, 2005; Lin, & Liu, 2016; Podsakoff et. al., 2000). These findings are mostly based on American and European organizational settings that assume happiness to an individual phenomenon regulated by personal achievements and characterized by high arousal, subjective experiences and discreteness. It has been suggested that the nature of happiness in Asiatic societies may differ due to the fact the happiness has been reported to exist in interpersonal situations. This interpersonal context of the occurrence of happiness makes it an event of interdependence by nature. Thus, Westerners argue for person-centred happiness that is characterized by interpersonal disengaged emotions, high arousal and open expression. On the other hand, the construct of interdependent happiness reflects interpersonally engaged emotions, low arousal, restricted expression and social-orientation (Kitayama et al., 2006). It has been suggested that the second type of happiness carries a socially shared meaning of happiness bonded in a cultural context (Uchida et al., 2004), free choice (Markus, & Schwartz, 2010), emotional expression (Matsumoto et al., 2008) and mutual confirmation of inner positive attributes (Kitayama & Markus, 2000). The present study examined the role of gender, types of school organization and organizational citizenship behaviour in shaping the nature and extent of interdependent happiness of the male and the female secondary teachers working in central, state and private school organizations.

## **OBJECTIVES**

### **The Following Were the Objectives of the Study:**

- To study the main and interaction effects of gender and types of school organization on organizational citizenship behaviour and interdependent happiness of the secondary school teachers,
- To understand the nature and the extent of correlation between organizational citizenship behaviour and interdependent happiness of the central, state and private secondary school teachers,
- To assess the predictive strengths of gender, school types and organizational citizenship behaviour for interdependent happiness of the secondary school teachers.

## HYPOTHESES

### The Following Hypotheses Have Been Framed to be Tested Through the Findings of the Present Study:

- The main effects of gender and types of school organization will show significant main effects on organizational citizenship behaviour and interdependent happiness of secondary teachers.
- The private school teachers will show higher mean scores on organizational citizenship behaviour and interdependent happiness as compared to the teachers of central and state school teachers.
- The organizational citizenship behaviour will show a positive correlation with the scores of interdependent happiness of the secondary school teachers.
- Gender, types of school organization and organizational citizenship behaviour will contribute significantly to the scores of interdependent happiness of the secondary school teachers.

## METHODS AND PROCEDURE

### The Basic Features of Methods and Design of the Study Have Been Described as Under:

#### Participants

A convenient sampling method was used to recruit the participants in the study. Data were collected from 238 teachers, working in various central, state government and private schools of Gwalior city in Madhya Pradesh, India during 2017-18. Initially, 300 participants with an equal number of males and females were recruited for the study. After screening the outliers, the data of only 118 males ( $M = 45.86$ ,  $SD = 10.71$ ) and 120 females ( $M = 43.24$ ,  $SD = 9.80$ ) were used for final analysis. All the relevant Demographic information collected through a questionnaire including age, gender, education, income, marital status, number of years teaching (tenure), the average number of hours worked, the subject they teach, the location of posting (urban/rural) and health etc. The details of the biographic characteristics have been displayed in Table 1. All the teachers who were in service from at least one year as a confirmed employee of the institute were allowed to take part in the study.

**Table 1: Biographic Details of Teachers Affiliated With Central (N = 81), Provincial School (N = 83) And Private (N = 74) School Organizations**

S. No.	Types of School	Gender	Domicile	Age		Mean Experience (in years)	Mean Income/Month (in Rupees)
				Mean	SD		
1.	Central	Male	Rural	31.83	4.58	5.67	4.17
			Urban	44.85	11.01	19.06	10.55
		Female	Rural	36.00	0.00	10.00	5.00
			Urban	38.54	9.95	11.86	10.02
2.	Provincial school	Male	Rural	33.40	3.58	2.00	5.40
			Urban	49.84	10.50	23.65	10.51
		Female	Rural	33.33	5.77	9.00	5.00
			Urban	43.31	8.82	15.53	8.97
3.	Private	Male	Rural	53.00	0.00	32.00	3.00
			Urban	47.89	8.41	18.43	2.50
		Female	Rural	0.00	0.00	0.00	0.00
			Urban	48.55	7.99	21.48	2.97

## **Tools**

### **Following Psychometric Tools Were Employed to Collect Data**

#### **Organizational Citizenship Behaviour Checklist (OCB-C)**

The Organizational Citizenship Behaviour Checklist (OCB-C) developed by Fox and Spector (2009) was employed to assess the organizational citizenship behaviour of the participants. The scale comprises 20 items with a 5-point scale ranging from never (1) to every day (5). The total score shows the level of the organizational citizenship behaviour of the participants. The coefficients of reliability of this instrument were 0.89 and 0.94 for two self-report samples, and 0.94 for a co-worker sample (Fox et al., 2012).

#### **Interdependent Happiness Scale (IHS)**

Interdependent happiness Scale (Hitokoto & Uchida, 2014) is a measure of one's happiness which is based on interpersonal harmony, ordinariness, and quiescence. The scale was administered on population across Japan, U.S.A., Germany, and Korea at various age groups and found to be valid. It is correlated with theoretically related measures, and the degree to which it is related to general well-being is stronger in Asian countries than in Western countries, and also stronger in rural areas than in urban areas within Japan. Scoring of Interdependent happiness score is simple, the sum of the ratings to item 1 through 9 predicts individuals' interdependent happiness

## **Procedure**

All the scales employed in the present study were first translated by three researchers from English to Hindi followed by a back translation from Hindi to English. In addition, their face validity was ascertained by the competent researchers of the field according to the basic constructs before the final decision to use these tools was taken. The researchers had gone through the various constructs and validated each item of the scales. The data of the study were collected after completing the initial preparations, formal permissions, acceptance and procurement of written consent from the participants. The data were collected individually by establishing rapport with each participant. The participants were debriefed about the basic objectives of the study. The data of the study were arranged for statistical analyses as per the objectives of the study. The data of the study were analyzed in two phases as per the objectives of the study. The main and interaction effects of gender and types of school organization for organizational citizenship behaviour and interdependent happiness were computed by using analysis of variance (ANOVA). In addition, coefficients of correlation among the scores of organizational citizenship behaviour and interdependent happiness of male and female secondary teachers of central, state and private school organizations were derived. This constituted the preliminary analysis. To assess the relative predictive strengths of gender, types of school organization and organizational citizenship behaviour for interdependent happiness of the teachers, hierarchical regression analysis was computed with the help of SPSS 25v.

## **RESULTS**

**The Data Have Been Reported in Two Parts: Preliminary Analysis and Hierarchical Regression Analysis. Following are the Details of the Results Arrived at**

### **Preliminary Analyses**

Three types of secondary teachers were recruited namely, central school teachers, state government teachers and

private school teachers. To understand the effect of gender and types of school on organizational citizenship behaviour and interdependent happiness, analysis of variance was conducted. The mean scores and SDs of organizational citizenship behaviour and interdependent happiness of the male and female teachers of central, state government and private secondary schools have been presented in Table 2. The results exhibited that the male participants achieved higher mean scores on organizational citizenship behaviour (Male-M = 35.16, SD = 7.53; Female-M = 33.70, SD = 5.70; Overall-M = 34.42, SD = 6.70) as compared to their female counterparts. On the other hand, the female teachers showed higher mean score on interdependent happiness (Male-M = 34.09, SD = 6.39; Female-M = 35.84, SD = 4.97; Overall-M = 34.97, SD = 5.78) than their male counterparts (see Table 2).

**Table 2: The Mean Scores and Sds of Organizational Citizenship Behaviour and Interdependent Happiness of the Male and Female Teachers of Secondary Schools**

S. No.	Measures	Gender	N	Central School		State School		Private School		Overall	
				Mean	SD	Mean	SD	Mean	SD	Mean	SD
1.	OCB	Male	118	35.13	8.29	33.30	7.46	38.10	5.69	35.16	7.53
		Female	120	33.38	5.61	31.17	6.84	36.05	3.53	33.70	5.70
		Overall	238	34.22	7.04	32.40	7.24	36.91	4.64	34.42	6.70
2.	IH	Male	118	31.90	7.73	35.85	4.56	34.10	6.29	34.09	6.39
		Female	120	34.24	3.98	35.60	5.48	37.60	4.93	35.84	4.97
		Overall	238	33.11	6.15	35.75	4.94	36.14	5.77	34.97	5.78

The results exhibited that that male central school teachers (N = 81) achieved higher mean scores on organizational citizenship behaviour (Male-M = 35.13, SD = 8.29; Female-M = 33.38, SD = 5.61; Overall-M = 34.22, SD = 7.04), as compared to their female counterparts. The female teachers showed higher mean score on interdependent happiness (Male-M = 31.90, SD = 7.73; Female-M = 34.24, SD = 3.98; Overall-M = 33.11, SD = 6.15) than their male counterparts. In the case of state school teachers (N = 81), the results exhibited that the male participants achieved higher mean score on organizational citizenship behaviour (Male-M = 33.30, SD = 7.46; Female-M = 31.17, SD = 6.84; Overall-M = 32.40, SD = 7.24) as compared to their female counterparts. Conversely, the male teachers scored higher mean on interdependent happiness (Male-M = 35.85, SD = 4.56; Female-M = 35.60, SD = 5.48; Overall-M = 35.75, SD = 4.94) as compared to the females. In the case of private school teachers (N=83), the results exhibited that the male participants achieved higher mean scores on organizational citizenship behaviour (Male-M = 38.10, SD = 5.69; Female-M = 36.05, SD = 3.53; Overall-M = 36.91, SD = 4.64) as compared to their female counterparts. Overall, the females performed better than the males on interdependent happiness measure (Male-M = 34.10, SD = 6.29; Female-M = 37.60, SD = 4.93; Overall-M = 36.14, SD = 5.77) (see Table 2).

### Main and Interaction Effects of Gender and Types of School on Organizational Citizenship Behaviour

To explain the effect of gender and types of school on organizational citizenship behaviour, analysis of variance was conducted the results of which evinced significant main effects of types of schools ( $F(2, 232) = 10.834, p = .000$ ) and gender ( $F(1, 232) = 5.483, p = .020$ ) as well as no interaction effect of types of school  $\times$  gender ( $F(2, 232) = 0.019, p = .981$ ) on organizational citizenship behaviour (see Table 3).



**Table 3: Summary of ANOVA of Organizational Citizenship Behaviour**

Source of Variation	SS	Df	MS	F	P
Type of School (A)	896.602	2	448.301	10.834	.000
Gender (B)	226.857	1	226.857	5.483	.020
A×B	1.576	2	.788	.019	.981
Error	9599.768	232	41.378		
<b>Total</b>	<b>292598.000</b>	<b>238</b>			

\* $p < .05$ . \*\* $p < .01$ .

To underscore the differences in the mean scores of the teachers of the three types of schools, post-hoc Tukey's HSD tests were carried out. The results demonstrated that the mean score of private school teachers was significantly higher on organizational citizenship behaviour as compared to the teachers of central and state schools while other combinations were not significant (see Table 3).

**Table 4: Summary of Comparisons of Mean Scores of Organizational Citizenship Behaviour of Central, State and Private Secondary Teachers (Tukey's HSD Tests)**

Types of School (I)	Types of School (J)	Mean Difference (I-J)	SE	p	95% CI	
					Lower	Upper
Central School	State School	1.8246	1.00468	.167	-.5453	4.1945
	Private School	-2.6832*	1.03441	.027	-5.1232	-.2432
State School	Central School	-1.8246	1.00468	.167	-4.1945	.5453
	Private School	-4.5078*	1.02845	.000	-6.9338	-2.0819
Private School	Central School	2.6832*	1.03441	.027	.2432	5.1232
	State School	4.5078*	1.02845	.000	2.0819	6.9338

#### Main and Interaction Effects of Gender and Types of School on Interdependent Happiness

To explain the effect of gender and types of school on interdependent happiness, analysis of variance was again conducted. The results showed significant main effects of types of schools ( $F(2, 232) = 6.372, p = .002$ ) and gender ( $F(1, 232) = 6.602, p = .011$ ) with no interaction effect of types of school  $\times$  gender ( $F(2, 232) = 2.342, p = .098$ ) on interdependent happiness (see Table 4).

**Table 5: Summary of ANOVA of Interdependent Happiness**

Source of Variation	SS	Df	MS	F	P
Type of School (A)	391.368	2	195.684	6.372	.002
Gender (B)	202.741	1	202.741	6.602	.011
A×B	143.862	2	71.931	2.342	.098
Error	7124.577	232	30.709		
<b>Total</b>	<b>298949.000</b>	<b>238</b>			

\* $p < .05$ . \*\* $p < .01$ .

To understand the differences in the mean scores of the teachers of the three types of schools, post-hoc Tukey's HSD test was used. It was clear that the central school teachers showed significantly poorer performance on interdependent as compared to the teachers of the state and private schools. The state school teachers achieved higher scores on this measure than central and private teachers. Likewise, private teachers exhibited significantly higher mean score on this measure than central but did not to the state teachers (see Table 5).

**Table 6: Summary of Comparisons of Mean Scores of Interdependent Happiness of Central, State and Private Secondary Teachers (Tukey's HSD Tests)**

Types of School (I)	Types of School (J)	Mean Difference (I-J)	SE	P	95% CI	
					Lower	Upper
Central School	State School	-2.6359*	.86552	.007	-4.6775	-.5942
	Private School	-3.0240*	.89113	.002	-5.1261	-.9220
State School	Central School	2.6359*	.86552	.007	.5942	4.6775
	Private School	-.3881	.88599	.900	-2.4781	1.7018
Private School	Central School	3.0240*	.89113	.002	.9220	5.1261
	State School	.3881	.88599	.900	-1.7018	2.4781

\* $p < .05$ . \*\* $p < .01$ .

### **Coefficients of Correlation among the Scores of Organizational Citizenship Behaviour and Interdependent Happiness of the Teachers**

The coefficients of correlation among the scores of organizational citizenship behaviour and interdependent happiness of the male and female teachers of all three types of secondary schools were computed. The results indicated that negative non-significant correlations were observed between the scores of organizational citizenship behaviour and interdependent happiness of the male teachers of central ( $r = -.045$ ,  $p = .784$ ) and private schools ( $r = -.076$ ,  $p = .686$ ) while positive significant correlation was recorded between these measures of the males teachers of state school ( $r = .600$ ,  $p = .000$ ). Irrespective of types, there was a positive correlation between these measures of the male teachers ( $r = .109$ ,  $p = .241$ ).

Similarly, significant and non-significant negative correlations were found between these measures of the female teachers of central ( $r = -.359$ ,  $p = .019$ ) and private schools ( $r = -.043$ ,  $p = .786$ ) whereas non-significant positive correlations were recorded between the predictor and criterion measures of the female teachers of the state ( $r = .175$ ,  $p = .314$ ) and entire female group ( $r = .025$ ,  $p = .787$ ). Irrespective of gender and types of school, non-significant negative correlations were seen between these measures of the central ( $r = -.151$ ,  $p = .179$ ) and private ( $r = -.124$ ,  $p = .293$ ) schools while a significant positive correlation was observed for the state school teachers ( $r = .407$ ,  $p = .000$ ). Overall, approximately, a positive correlation was evinced between organizational citizenship behaviour and interdependent happiness of the teachers of all three types of secondary schools ( $r = .362$ ,  $p = .059$ ).

### **Hierarchical Regression Analysis**

The hierarchical regressions were computed assuming gender, organizational citizenship behaviour and school types as the predictors and interdependent happiness as the criterion. As there were three categories of schools (categorical variable), i.e., central, state and private, dummy variables were created to make the comparison possible for their relative predictive strengths. Table 5 depicts the predictive strengths of gender, central school type (leaving the state and private schools as the dummy) and organizational citizenship behaviour for interdependent happiness. The results showed that gender ( $R^2 = .023$ ,  $F(1, 236) = 5.625$ ,  $p = .019$ ) significantly contributed 2.30% to interdependent happiness in favour of the males. Likewise, central school type significantly predicted the interdependent happiness of the teachers by 7.90% ( $R^2 = .079$ ,  $F(1, 235) = 14.106$ ,  $p = .000$ ) while organizational citizenship behaviour did not ( $R^2 = .084$ ,  $F(1, 234) = 1.326$ ,  $p = .251$ ) (see Table 7).



**Table 7: Summary of Hierarchical Regression Analysis for Variables Predicting Interdependent Happiness of the Central School Teachers**

Variables	Model 1			Model 2			Model 3		
	B	SE B	$\beta$	B	SE B	$\beta$	B	SE B	$\beta$
Gender	1.757	.741	.153	1.813	.721	.157	1.904	.725	.165
CS				-2.858	.761	.235	-2.841	.761	-.234
OCB							.062	.054	.072
$R^2$	.023			.079			.084		
$F$ for change in $R^2$	5.625*			14.106**			1.326		

\* $p < .05$ . \*\* $p < .01$ . Abbreviations: CS = Central School, OCB = Organizational Citizenship Behaviour

Contrarily, state school type ( $R^2 = .037$ ,  $F(1, 235) = 3.397$ ,  $p = .067$ ) and organizational citizenship behaviour ( $R^2 = .049$ ,  $F(1, 234) = 2.853$ ,  $p = .093$ ) did not account for variance in the interdependent happiness of the teachers (see Table 7).

**Table 8: Summary of Hierarchical Regression Analysis for Variables Predicting Interdependent Happiness of the State Teachers**

Variables	Model 1			Model 2			Model 3		
	B	SE B	$\beta$	B	SE B	$\beta$	B	SE B	$\beta$
Gender	1.757	.741	.153	1.922	.742	.167	2.100	.747	.182
SS				1.436	.779	.119	1.757	.799	.145
OCB							.096	.057	.112
$R^2$	.023			.037			.049		
$F$ for change in $R^2$	5.625*			3.397			2.853		

\* $p < .05$ . \*\* $p < .01$ . Abbreviations: SS = State School, OCB = Organizational Citizenship Behaviour

In the same manner, private school type ( $R^2 = .038$ ,  $F(1, 236) = 3.562$ ,  $p = .060$ ) and organizational citizenship behaviour ( $R^2 = .040$ ,  $F(1, 236) = .522$ ,  $p = .471$ ) again did not predict the interdependent happiness of the teachers (see Table 8).

**Table 9: Summary of Hierarchical Regression Analysis for Variables Predicting Interdependent Happiness of the Private Teachers**

Variables	Model 1			Model 2			Model 3		
	B	SE B	$\beta$	B	SE B	$\beta$	B	SE B	$\beta$
Gender	1.757	.741	.153	1.613	.741	.140	1.689	.749	.147
PS				1.510	.800	.121	1.352	.830	.109
OCB							.042	.058	.048
$R^2$	.023			.038			.040		
$F$ for change in $R^2$	5.625*			3.562			.522		

\* $p < .05$ . \*\* $p < .01$ . Abbreviations: PS = State School, OCB = Organizational Citizenship Behaviour

## DISCUSSIONS

The findings of the study evinced that gender and nature of school organizations played a significant role in patterning the nature of organizational citizenship behaviour and interdependent happiness of the secondary teachers. The findings showed significant main effects of gender and nature of school organizations for both organizational citizenship behaviour and interdependent happiness measures. The mean scores of private school teachers were significantly higher on organizational citizenship behaviour and interdependent happiness as compared to the teachers of central and state schools.

The correlation analysis showed that organizational citizenship behaviour and interdependent showed mostly non-significant negative correlation for the male and female teachers of central and private school while positive correlations were observed for the state teachers. Irrespective of gender and types of schools, interdependent happiness exhibited a positive correlation with the scores of organizational citizenship behaviour. The hierarchical regressions showed that gender (2.30%) and central school type (7.90%) contributed significant variance in the scores of interdependent happiness of the teachers while the rest two did not. These findings led to partially approve the hypotheses 1, 2 3 and 4 formulated for the study.

Generally, three types of school organizations exist in Indian educational setting. One is the central school that is regulated by the legal provisions framed by the Indian central government. This type of schools are centrally funded and characterized by job-security, prestige, well-qualified teachers, transparent recruitment policy, regular salary and perks and recognition in the society. There is certain transfer policy and a central school may comprise teachers from different socio-cultural backgrounds of Indian society. On the other hand, state schools run on the grants of different state governments that also assure job-security, social prestige, well-defined perks and salary. The benefits of state government are comparatively poorer than central schools in terms of transparency in recruitment, organizational goals, perks, regular payments of salary and some other benefits etc. The private schools are administered with the statutes framed by both central or state governments and run purely by private management. The salary and other benefits of these schools are generally poorer as compared to either central or state schools. In most of the private schools, teachers belong to local communities. The poorer job-security and familiarity of private teachers with one another may be the promoting factor behind their higher interdependent happiness and organizational citizenship behaviour as compared to the central and state school teachers. It is clear that citizenship behaviour denotes a set of positive and desirable outcomes that regulate and enhance organizational effectiveness. The positive academic outcomes and organizational effectiveness are more important for the teachers of private organizations as their job-security, future and career progress are fully dependent on these factors. On the other hand, higher job-security, formal relationships, right-oriented attitudes, achievement-orientation and well-defined salary might be possible reasons behind the poorer scores of the central and state teachers on organizational citizenship behaviours and interdependent happiness measures.

The findings also exhibited that the main effects of gender were significant for both organizational citizenship behaviours and interdependent happiness. The male teachers have achieved a higher mean score on organizational citizenship behaviours whereas the female teachers evinced similar performance on interdependent happiness. The reason behind the higher achievement of organizational citizenship behaviours by the male teachers may be their significant role in earning bread and butter for their families as compared to their female counterparts. In Indian society, the males are assumed to make arrangement for the financial needs of the whole family even today. The male teachers had exhibited higher citizenship behaviours as these determine their retention and future prospects in the organizations they work with. Conversely, there may be different reasons behind the higher achievement of the female teachers on the measure of interdependent happiness as compared the male teachers. The females in Indian society are socialized to learn relationship management, care of others, sacrifice for others, compassion, help and cooperation in interpersonal and group situations. These gender differences in socialization and expectations of the male and female teachers might be behind the higher scores on the measure of interdependent happiness of the female teachers than the males. Some of the findings of the present study get support from the previous studies that have reported a positive association between happiness and

organizational citizenship behaviour (Rego, Ribeiro, & Cuhna, 2010).

## SUMMARY AND CONCLUSIONS

It is evident that gender and types of school organizations play a significant role in shaping citizenship behaviour and interdependent happiness of the secondary school teachers. These conclusions appeared in terms of the significant main effects of gender and types of school organization for citizenship behaviour and interdependent happiness. The private teachers exhibited higher mean scores on both the measures of citizenship behaviour and interdependent happiness. Irrespective of gender and types of schools, interdependent happiness exhibited a positive correlation with the scores of organizational citizenship behaviour. Gender and central school organization accounted for significant variance in the scores of citizenship behaviour and interdependent happiness.

## Directions for the Future Researchers

The study of citizenship behaviour and interdependent happiness in terms of Indian school organizational context is in its beginning phase. More positive psychological constructs may be used to explicate the nature and dynamics of interdependent happiness of teachers. For example, future researchers may employ forgiveness (Ahirwar, Tiwari, & Rai, 2019a; Ahirwar, Tiwari, & Rai, 2019b; Ahirwar, Tiwari, & Rai, 2019c; Mishra, Sharma, Prabhakar, Tiwari, & Rai, 2019; Mudgal, & Tiwari, 2015; Mudgal, & Tiwari, 2017a; Mudgal, & Tiwari, 2017b; Mudgal, & Tiwari, 2015; Prabhakar, Mishra, Sharma, Tiwari, & Rai, 2019; Sharma, Prabhakar, Mishra, Tiwari, & Rai, 2019), self-esteem and human flourishing (Pandey, Tiwari, Parihar, & Rai, 2019a; Pandey, Tiwari, Parihar, & Rai, 2019b), moral foundations (Parihar, Tiwari, Pandey, & Rai, 2018), self-compassion (Verma, & Tiwari, 2017a; Verma, & Tiwari, 2017b), self-concepts (Gujare, & Tiwari, 2016a; Gujare, & Tiwari, 2016b), metacognitive abilities (Jain, Tiwari, & Awasthi, 2017; Jain, Tiwari, & Awasthi, 2018a; Jain, Tiwari, & Awasthi, 2018b) and positive body image (Jain, & Tiwari, 2016a; Jain, & Tiwari, 2016b; Parihar, Pandey, Tiwari, Mishra, & Rai, 2018; Tiwari, & Kumar, 2015; Tiwari, 2014; Tiwari, 2015) to develop a deeper understanding of interdependent happiness. Further, better understanding of interdependent happiness of teachers in Indian setting may be enhanced by using spirituality (Sharma, Tiwari, & Rai, 2017; Sharma, Tiwari, & Rai, 2018; Sharma, Tiwari, Rai & Gour, 2018), emotional intelligence (Tiwari, 2016a), resilience and psychological capital (Raj, Tiwari, & Rai, 2019a; Raj, Tiwari, & Rai, 2019b) and positive health practices (Tiwari, 2016b; Tiwari, 2016c). Future researchers may also contribute to this field by employing qualitative methods to explore the interdependent happiness of teachers.

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