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Exploring Dimensions of Teachers' OCB from Stakeholder's Perspective: A Study in India

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Abstract

Parents are real beneficiaries of school services. Their involvement in school based activities has changed the role breadth of teachers. Schools can handle this parental involvement through the extra-role behaviors of teachers. These beyond the job behaviors or organizational citizenship behaviors (OCB) of teachers are crucial for the schools. Despite the prescribed roles and duties, the schools cannot predict and infer through formally stated in-role job description, the entire range of extra-role behavior exhibited by teachers during and after school. In this study, teacher's role breadth is examined under the broad spectrum of Organizational Citizenship Behavior (OCB) which resulted into a conceptual model on the determinants of teacher's OCB. A qualitative evaluation (grounded theory) of 40 interviews has been conducted with all the stakeholders of school in India viz., principals, fellow-teachers, students, and parents. The most striking finding is that teachers are displaying prosocial behavior. Teacher's OCB is found to have three determinants—OCB-Individual, OCB-Organization and OCB-Prosocial. Involvement of parents in school are redesigning and affecting the actions of teacher. Further, the implications and directions for future research have also been discussed.

Keywords

Organizational Citizenship Behavior (OCB), Grounded Theory, Schools, Prosocial Behavior, India

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Parents are real beneficiaries of school services. Their involvement in school based activities has changed the role breadth of teachers. Schools can handle this parental involvement through the extra-role behaviors of teachers. These beyond the job behaviors or organizational citizenship behaviors (OCB) of teachers are crucial for the schools. Despite the prescribed roles and duties, the schools cannot predict and infer through formally stated in-role job description, the entire range of extra-role behavior exhibited by teachers during and after school. In this study, teacher's role breadth is examined under the broad spectrum of Organizational Citizenship Behavior (OCB) which resulted into a conceptual model on the determinants of teacher's OCB. A qualitative evaluation (grounded theory) of 40 interviews has been conducted with all the stakeholders of school in India viz., principals, fellow-teachers, students, and parents. The most striking finding is that teachers are displaying prosocial behavior. Teacher's OCB is found to have three determinants—OCB-Individual, OCB-Organization and OCB-Prosocial. Involvement of parents in school are redesigning and affecting the actions of teacher. Further, the implications and directions for future research have also been discussed. Keywords: Organizational Citizenship Behavior (OCB), Grounded Theory, Schools, Prosocial Behavior, India.

Changes and amendments in educational policies in India have affected both the function of schools and the role of teachers. New educational practices in India such as National Policy for Education (NPE), Sarva Shiksha Abhiyan, Right to Education (RTE), and Education for All (EFA) have increased the accountability for student's learning by putting greater emphasis on academic content standards, student assessments and teacher quality (MHRD-NUEPA, 2014; Somech & Oplatka, 2014). Moreover, teachers are now expected not only to comply with schools' rules and regulation, but also to exhibit proactive behaviors for enhancing the school's ability to adapt to these environmental changes (Somech & Oplatka, 2014). Teachers handle multiple roles and do not restrict themselves to be simply knowledge provider. An empirical study on teachers' OCB in both public and private schools of India had been conducted by Garg and Rastogi (2006). They confirmed that teachers are involved in beyond the job behavior to fulfill the new standards of educational policies. Similarly, Bangotra (2016), stated that in today's dynamic school environment teachers are not only educators but they are now supporter to the students, facilitator in class and advisor to the parents.

Further, schools have acknowledged that parents actively participate in various school based activities which affects the prescribed role of teachers (Ule, Živoder, & du Bois-Reymond, 2015). Parent maintains a regular interaction with the teachers and other school members to keep themselves updated on the progress of their child (Johansson, 2016). Parents are deciding the trajectories for their children's education and even assisting them in completion of school assignments. They have acknowledged the fact that the future and career of their children depends on behaviors and actions of the school teachers (Ule et al., 2015). Previous studies have seen that parental involvement is closely related to student's,

academic performance (Vukovic, Roberts, & Green Wright, 2013), self-efficacy, intrinsic motivation (Farkas & Grolnick, 2010), and decrease in negative behaviors such as drop-out and absenteeism (McNeal, 1999). Though, schools should welcome parental involvement, but previous researchers have stated that schools are not amiable to this intervention (Johansson, 2016), rather there exists several perception barriers between parent and school (Hornby & Lafaele, 2011).

Teachers are school agents, who can bridge the gap between parent and school (Hornby et al., 2011; Ule et al., 2015). They can provide feedback on the performance of the student and can assist parent in resolving the problems associated with their children. A positive correlation between performance and success of school and teachers' competence and willingness to serve above and beyond the call of duty has been reported (Dipaola, Tarter, & Hoy, 2004).

Serving above and beyond the call of duty is termed as organizational citizenship behavior (OCB) in organizational studies. OCB was first coined by Bateman and Organ (1983) to explain the behavior of laborers which are beneficial for the organization, but were not prescribed by the organization, and occurred freely to help other workers. To date, OCB has been explored and examined in various contexts ranging from manufacturing units, restaurants, hospitals and banks (Podsakoff, MacKenzie, Paine, & Bachrach, 2000) to schools (Oplatka, 2006, 2009; Somech & Ron, 2007). In-role behaviors in schools are teaching, conducting classes on time, monitoring fair evaluation of students, maintaining discipline in class and schools, whereas OCBs are providing special attention to weak students, giving extra time to students to clear their doubts even after the class hours, supporting fellow teachers to complete their school work, on request taking classes of their fellow teacher in their absence (Somech & Oplatka, 2014; Somech & Ron, 2007).

But, these extra-role behaviors of teachers discussed in previous studies are restricted within the boundary of the school. These studies have ignored one of the important recipient of these behaviors i.e., parents. The extra-role behaviors displayed by teacher towards parent are not explicitly discussed in previous studies while exploring OCBs in education sector (Belogolovsky & Somech, 2010; Oplatka, 2006). These behaviors are important and can't be ignored, as they affect both the academic excellence of the students and service level of the school (Somech & Oplatka, 2014). Exploration of OCB from the perspective of all the recipients will portray a true picture of teachers' OCB in schools.

Some scholars have explored OCBs of teachers but these studies are conducted in Arab and Israel (Belogolovsky et al., 2010; Jimmieson, Hannam, & Yeo, 2010) and they have not studied OCB on the basis of recipients of these behaviors. There is a paucity of research on OCBs of teachers in schools in India. Also, limited studies have tried to examine teachers' OCB from the lived experience of parents as a direct recipient of these behaviors and customer of school.

A review of studies on school reveals only indirect interest in extra-role behavior, as one of the component of school effectiveness (DiPaola & Tschannen-Moran, 2001). Limited citation has been seen in a computer search for articles on teachers' OCB (Christ et al., 2003; Oplatka, 2009) which confirms further less exploration of OCBs in schools. It has been suggested that recognizing and developing teachers' competencies and motivation to go the extra-mile is essential, failure to which will lead to adverse effects both to the school and the children (Oplatka, 2006). Also, it has been stated that success of school fundamentally depends on teachers, who are committed to the goals and values of schools (Somech & Ron, 2007), and are willing to go beyond the call of duty to contribute to the growth of the schools that is, to engage in citizenship behaviors. Hence, understanding the nature of OCB in schools is as imperative as in other organizations.

Furthermore, previous authors have acknowledged that parental involvement in school based activities is growing (Vukovic, Roberts, & Green Wright, 2013; Johansson, 2016). The schools need to handle this new intervention from their customer (i.e., parents). They can meet this new demand only through beyond the job behavior of employees that is teachers and support staffs. Thus, keeping in mind the dependency of school on teachers and their contribution towards school's goal, the purpose of this study is to examine citizenship behaviors of teachers toward students, fellow-teachers, and school in general and towards the parent in particular. This exploration will be accomplished from the analysis of the lived experiences of the parent who are actively involved in school based activities. This exploration will provide an objective and dyadic view of teachers' extra-role behavior. More specifically, this research aims to bridge the gap between school and parent through the exploration of various dimensions of teacher's OCB in schools in India.

Literature Review

Indian Educational Sector

The evolution of educational system in India can be traced back from the era of *gurukul system* of ancient India of 500 BC to the formal education system of schools and universities of modern India in 19th century (Sharma & Sharma, 1996). Education in *gurukul* was imparted by sages and scholars called *gurus* who performed both the role of teacher and administrator (Raina, 2002). They used to run *gurukuls* from alms (a voluntary offering of grains, clothes, money, etc) given by nearby villagers. Sometimes, students or *shishyas* offer *guru dakshina* after completion of their studies, which was discretionary in nature. During this period imparting of knowledge and learning was subjective in nature and was dependent on *gurus* (Raina, 2002). Parents had limited interaction with their children and intervention during the course of education. Compared to educational system of ancient India, today's educational system is more dynamic in nature. There are several members operating and monitoring the events today. Parents are actively participating in routine activities of their children. In modern India several schools, colleges and universities are operating and providing education to various age groups (Sharma & Sharma, 1996). Central and state government of India are regulating the educational policies, pedagogical schemes, curricula and evaluation methodologies of these institutions through the monitoring bodies of University Grant Commission (UGC), National Council of Education Research and Training (NCERT) and State Council of Education Research and Training (SCERT). Broadly, Indian education system can be divided into three parts: primary education, secondary education, and higher education. All types of schools whether private, public or missionary are categorized as primary and secondary educational institutions, whereas colleges and universities are categorized as higher educational institutions (Sharma & Sharma, 1996; Gupta, 2015). Compared to a single person (guru) these schools, colleges, or universities are managed and run by a group of members such as vice chancellors, principals, subject teachers, and administrative staffs. They all are paid regular remuneration to perform their respective job and duties. Fees are collected from parents to meet their remuneration and other administrative expenses. In this modern India "institutions have succeeded in converting the traditional "temples of learning" into market-oriented "diploma mills" (Gupta, 2015, p. 18).

Schools as a Service Organization

Scholars have suggested that schools are also service organization (Garg et al., 2006; Gupta, 2015; Oplatka, 2006; Somech et al., 2014). Similar to other service organizations schools also provide varied services such as imparting educational services to the students, conducting and assisting government bodies in several state level exams such as National Entrance Test (NET) or Junior Research Fellowship (JRF) and Union Public Service Commission (UPSC), and providing meetings and avenues for regular feedback on students' progress to the parents. Organization is defined as an institution of a group of individuals working towards a common goal or purpose (Daft, 2012). Schools are institutions with a group of individuals such as teachers, principals, admin staffs working towards a common goal of imparting educational services to the students and parents. Several authors have suggested that schools should be treated as formal organizations as all theories related to organization do apply to schools (Bell, 1980; Silins, Zarins, & Mulford, 2002; Tyler, 1985). It has been suggested that to understand the sociology of the school we need to study schools from an organizational perspective (Bell, 1980).

Organizational Citizenship Behaviors (OCB)

The term *organizational citizenship behavior (OCB)* states that it is an individual's behavior which is discretionary in nature and not explicitly recognized by any formal reward system of the organization, and which promotes effective functioning of the organization (Bateman & Organ, 1983). Previous researchers have explored association between OCB and several organizational variables. Personality traits, such as conscientiousness, agreeableness, and attitudes, are found to have an incremental effect on OCB (Smith, Organ, & Near, 1983). Similarly, leadership styles, leader-member-exchange (LMX), and reward systems are having positive association with OCB (Podsakoff et al., 2000). Furthermore, it has been observed that OCBs make resources available, bring coordination among the team members and across work groups. It converts the workplace into a more attractive place to work and facilitates retention of talent (George & Bettenhausen, 1990). Overall, these contributions of OCB make the organization more adaptable to environmental changes.

Owing to significant relationship of OCB with employees' workplace outcomes, scholars have explored its existence in various work contexts, such as hospitals, manufacturing units, and restaurants, military (Podsakoff et al., 2000). They have confirmed that OCB contribute to the overall operational efficiency, customer satisfaction and quality of performance of an organization (George et al., 1990; MacKenzie, Podsakoff, & Fetter, 1991). These positive consequences of OCB have motivated scholars of other domain to explore its impact in educational sector. Studies which have examined OCB in schools, as a formal organization, are discussed in the subsequent section.

Organizational Citizenship Behavior (OCB) Amongst School Teachers

Influence of organizational climate on citizenship behavior of teachers of public and private schools in India has been examined by Garg and Rastogi (2006). Using t-test they analyzed the responses of 100 teachers, 50 from public and 50 from private, and found significant differences in the organizational climate of public and private schools. A significant difference in extra-role behaviors (OCB) of teachers of both public and private schools was also confirmed. The authors concluded that teacher's OCBs do contribute to the overall effectiveness of the school and aid in promoting professionalism and academic excellence within schools. Though importance of OCB in school has been confirmed in this

study, but role of parental involvement and its influence on OCBs of teachers has not been taken into consideration. Involvement of external members of school such as parent can influence motives of teachers behind these extra-role behaviors. Further, in this study teacher's citizenship behaviors were not explored on the basis of different recipient of these behaviors, like other researchers have done. An empirical study was conducted by Williams and Anderson (1991) to examine the difference between in-role behavior and extra role behaviors of 461 full time employees. The findings of this study confirmed a significant difference between in-role and extra-role behaviors of employees. Authors also concluded that OCB can be of different types on the basis of its recipient. Those extra-role behaviors which were directed towards the colleagues were defined as OCB-I that is organizational citizenship behaviors directed towards individuals, whereas extra-role behaviors directed towards organization were defined as OCB-O that is organizational citizenship behaviors directed towards organization.

Similarly, Somech and Drach-Zahavy (2000) conducted a study on 251 Israeli teachers to examine the relationship between teachers' OCB and their job satisfaction, self-efficacy, and collective efficacy. Factor analysis revealed three distinctive types of OCB corresponding to the three levels of school to which these behaviors are directed, viz., the student, the team, and the organization. This study was one of the studies which have studied OCB on the basis of its foci in the school context. They have confirmed that different levels of OCB have different antecedents. Job satisfaction was found positively related to all the three levels, whereas self-efficacy was positively related to OCB towards the team and the organization only, and collective efficacy was found positively related towards the team only. The findings of this study were extended by Christ et al., (2003), who examined the association between different foci of organisational identification on these three levels of OCB. The results were in consistence with the finding of Somech et al. (2000), and provided a further validation that OCB can be better explained in terms of its foci that is direction towards various levels such as individuals, team and organisation.

A theoretical model on teacher's citizenship behaviors was explained by Somech and Oplatka (2014) in their recent book on OCB in education sector. On the basis of affects and emotion behind performance of citizenship behaviors the authors suggested two types of teacher's citizenship behavior (TCB) viz., (i) Organization citizenship behaviors (OCB); and (ii) emotion-focused citizenship behaviors (ECB). All extra-role behaviors which contributes directly to the smooth functioning of schools, are categorized as first dimension of TCB and all extra-role behaviors that contributes indirectly to the functioning of schools via its effect on the wellbeing of school's member and atmosphere of the school are categorized as second dimension that is ECB. ECB represents all social and psychological extra-role behaviors of teachers which are voluntary in nature and aimed at supporting and helping fellow teachers and society. Though, ECB discusses all social and psychological aspects of teachers' extra role behaviors, but they have not discussed anything about parents and the behavior directed towards them. Thus, we found that though previous studies are appreciating and accepting the active role of parents in schooling of their children, they have not examined explicitly the extra-role behavior of teachers directed towards them. Schools are service organizations and teachers can be described as client-serving professionals operating in a bureaucratic environment (Dipaola et al., 2004). Overall, the educational sector is moving into an age of reorganization, which demands to work in a competitive and complex environment. The success of schools essentially depends on teachers, who are loyal to school mission, goals and values (Oplatka, 2006). Now, if we consider schools as service organization, then it needs to take care of all its stakeholders to sustain and remain competitive, as postulated by stakeholder theory of organizational management. In a book on strategic management Freeman (2010) opined that stakeholder's approach should be followed to remain competitive

in a dynamic environment. The author stated that apart from owner and shareholders of an organization there exists another group of members such as employees, customers, suppliers, financier, communities, trade associations, who are involved in the day to day operation and management of the organization. To have a competitive edge over its competitors, stakeholder theory states that organizations should take into consideration the needs of all its stakeholders (Freeman, 2010). Since, parents are one of the beneficiaries of school services; they can be treated as consumer or more broadly customer of the school as they are compensating for the services rendered by the school (Hörisch, Freeman, & Schaltegger, 2014). Hence, if school as an organization desires to survive and have competitive edge over other schools, it should take care of the needs of all its stakeholders, and parent is one of the stakeholders. Thus, the relationship between school and parent is as important as the relationship between a service organization and customer.

By catering all the needs and expectation of parents schools can satisfy and delight them. Customer satisfaction determines the acceptance or rejection of a service or product in a market. The demand and expectations varies with time, and if an organization fails to recognize these expectations then they suffer from downfall and extinction (Hörisch et al., 2014). A principal, as the head of school, may not come across different types of behaviors which a teacher displays towards the various stakeholders. These behaviors may be beyond their prescribed duties and responsibilities, and can be categorized as OCB.

Furthermore, no systematic study has tried to consolidate different citizenship behaviors of teachers with respect to its recipients beyond the physical boundary of schools, especially in the education sector. Scholars have accepted this and suggested that there is a dearth of research on OCB in the education sector. This notion is also getting confirmed from the limited citation of the available literature on OCB in education sector (Oplatka, 2006; Somech et al., 2000). To overcome this limitation, the aim of this study is to bridge this lacunae in the literature by identifying those behaviors, which are displayed by teachers during and after school and are observed by parents and their children. The main objective of this study is to categorize teachers' OCB on the basis of the experience, perception and expectations of the parents and children as recipients.

In the current study focus is given to the primary and secondary educational institutions i.e., schools. In school the interaction between school members (such as principal, teachers) and parents are more prominent as compared to colleges and universities. Here, students are minor and fully dependent on their parents for their education related needs. In this age group parents play a significant role such as selection of schools, subjects, funding school expenses and providing emotional support to their children (Smith, Akos, Lim, & Wiley, 2008). Fees is paid by parents to avail school services for their children. In fact, parents are the final recipient of school services, as their children are learning, growing and developing in schools. Hence, school members (such as teachers) can't ignore the significant role of the parents and are liable to meet their varied requirements. In a recent study on the views and experiences of parents of urban India Johansson (2016) confirmed that parents are the 'strategic agents' who negotiate with the schools' members to ensure the admission and learning of their children. The author provided lived experience of 18 parents and found that parents are maintaining a precarious and fragile relationship with the schools, but the schools to date had not fully acknowledged this relationship and has not accommodated the varied need of parents.

Students in primary and secondary schools are too young to appreciate the role of education in their life. This leads to low grades, low motivation and high rate of dropouts from schools (Smith et al., 2008). To prevent these problems school members are advised to involve parents in their children's education (Smith et al., 2008). The school should maintain regular interaction with the parents to update them about the progress and problems of their

children. Hence, behaviors of school members with the parents play a critical role for both the well-being of the students and effective delivery of school services. Organizational citizenship behavior (OCB) was suggested as beyond the job extra-role workplace behavior which affects the efficiency and effectiveness of the organization. School members through OCBs can meet the changing and varied needs of parents (Somech & Oplatka, 2014).

Methodology

Researchers' Background

The first author, Musarrat Shaheen, is a full time doctoral student at ICFAI Business School (IBS), Hyderabad, India. She is doing her Ph.D in the area of applied psychology. Her doctoral research topic is related to examination of impact of psychological abilities of employees on their two types of work behaviors viz., in-role and extra-role behavior (OCB) in Indian service industry. This exploratory qualitative research is a part of her doctoral seminar project and is related to her dissertation topic.

The second author, Dr. Ritu Gupta is an Assistant Professor of Human Resource at IBS, Hyderabad, India. She has completed her Ph.D. in the area of organizational behavior and her thesis topic was related to the impact of time-perspective (personality trait) on the work performance of employees. She is one of the members of doctoral advisory committee and mentor of the first author for this qualitative research as well as the doctoral research.

The third author, Dr. Y. L. N. Kumar is an Associate Professor of Human Resource at IBS, Hyderabad, India. He is heading the management development programmes department (MDP) of IBS Hyderabad, India. He has completed his Ph.D. in the area of organizational behavior and his dissertation topic was related to the examination of extra-role behaviors (OCB) of banking employees in India. He is one of the members of doctoral advisory committee and mentor of the first author for this qualitative research as well as the doctoral research.

The grounded theory (GT) approach has been adopted to explore the dimensions of teacher's OCB in schools in India. GT is an appropriate method when there are limited studies on the topic of concern. It is a tested methodology to generate a theory which emerges during the research process itself and is a product of continuous interaction between data collection and analysis (Corbin & Strauss, 1990). In our study we explore the citizenship behaviors of teachers directed towards students, fellow teachers, school, and parents collectively. No systematic studies have been done so far to trace these behaviors on the basis of its recipients both internal and external to the schools. To date, OCB in schools are explored as extra-role behavior of teachers within the premises of school, but scant research has been done so far to explore this extra-role behavior of teachers beyond the boundary to school in general and towards parent in particular. Hence, GT give us the liberty to explore these behaviors inductively from the interviews of the parents.

Adopting GT as a research method enabled us to keep our mind open to the responses of the respondents. In alignment with the guidelines provided by Corbin et al., (1990), we first conducted a review of the relevant literature on OCB to get a good understanding of the citizenship behaviors of employees before starting our exploratory investigation. During the interview we gave ample scope to the respondents to share their personal experience and views with us. This helped us avoiding the biasness or influence of previous researches before conducting the exploratory analysis. Also it provides us theoretical justification for the results and findings (Corbin & Strauss, 1990; Rodon & Pastor, 2007). An interview manual was prepared keeping in mind some initial questions which is to be asked to all respondents, such as the tenure of their work, age, gender, autonomy in interaction with the students and

parents; and their in-role duties. The inclusion of these initial questions did not breach the principles of GT (Corbin et al., 1990), as these helped us in structuring the responses in a meaningful manner. Data collection process and analysis are discussed at length in the subsequent sections.

Participant Selection and In-depth Interview Procedure

This study was conducted from November, 2013 to May, 2014. During the sampling stage, employing theoretical sampling procedure we first started locating the parents who are actively involved in the day to day activities of their children's schooling. The first respondent was located on the basis of firsthand experience of first author as a parent. Subsequently, following the guidelines of theoretical sampling of GT the next respondent was approached from the reference of the previous respondent. The purpose of this study was explained to the respondents and confidentiality of their responses was also assured. Only those parents who were willing to share their experience were included. One-to-one basis in-depth interviews with each parent was carried out, each interview lasted for about 45–60 minutes. The interview was conducted in the language the respondents are comfortable with that is in Hindi, Bengali and English. In-depth interview has been suggested as an ideal technique to obtain information and gain insights into situation which require detailed understanding of complicated behavior (Malhotra & Dash, 2009).

After interviewing parents, we approached their children to validate and explore further information on the extra-role behaviors of their teachers. This helps us in exploring those extra-role behaviors which the parents have missed out, but has been displayed by teachers both during and after school hours. A prior consent was taken from the parents to meet their children. Further, school names and address were also asked during the interview with the parents and their children. Principal and fellow teachers of these schools were approached and interviewed to check whether they are aware of the extra-role behavior of the teachers mentioned by the parents and their children and whether these behaviors are rewarded or recognized formally by the school. In total 7 schools were visited. These schools were located in Kolkata and Hyderabad, which metropolitan cities of India.

In this study, out of total 40 interviews 18 were of parents, 7 were of principals, 7 were of fellow teachers and 8 were of students. 45 % were male respondents. The age-group of the participants was in the range of 10 to 52 years. From secondary schools we have 25 participants. Around 8 participants had not completed their schooling, 15 participants had completed their graduation, 12 had completed their post graduate, and 7 were having professional degrees. To maintain confidentiality only the gender, age, type of school, educational qualification of parents, fellow teachers, and principals have been asked as demographics of the respondents (refer Table 1).

Table 1. Demographic details of participants.

Participants	Number of Participants	Gender		Educational Qualification				Types of schools		Age in years		
		Male	Female	>10th Grade	Graduate	Post-graduate	Professional degrees (e.g., PhD, MBA, MBBS, Law)	Primary School	Secondary School	> 10 years	11- 35 years	36-55 years
Student	8	3	5	8	-	-	-	5	3	5	3	-
Parent	18	7	11	-	5	6	7	11	7	-	13	5
Fellow Teacher	7	4	3	-	3	4	-	3	4	-	6	1
Principal	7	5	2		-	2	5	5	2	-	3	4

The interview settings were kept informal and simple to make the respondents comfortable while sharing their personal experiences. Prior appointments were taken on phone to visits parent's home for the interview. Anonymity of the parents and students were maintained while interviewing the fellow teachers and principals. Fellow teachers and principals were approached during the school hours and appointments were taken after explaining the purpose of the study. We employed open descriptive questions during our interviews, such as "why you have chosen this school?", "are you happy with the pedagogical style of this school?", "could you elaborate a little on the various behaviors of teachers which has helped you and your child?", "have your child shown excitement on some teachers support and attention to them . . .?", and "could you tell us whether you will appraise and suggest this school to other parents?" As a result, respondents got engaged in an open forum free from any possible bias of the researchers' predetermined notions. We followed the theoretical sampling procedure to develop next set of questions (refer Table 2) and selection of respondents in an iterative manner (Goulding, 1998). This iteration continued until the saturation of responses was believed to be achieved. The themes emerging from the first interview of the parent guided us in exploring further depth in the next interview. We continued our interview of the parents on the basis of these themes. After 18 interviews of the parent we found no new themes were emerging. Once we felt that the themes were repeating and had become more or less saturated we decided to stop further interviews of the parents. Next we validated our themes with 7 principals, 7 fellow teachers and 8 students to check whether these behaviors are extra-role behaviors and are they recognized or not by school?

Field notes with memos were taken during interview with prior consent from the interviewees. There were two interviewers primary author took the interview while the second author jotted down the field note and memos. These filed notes and memos were expanded and written in details within an hour of completion of the interview. The responses were analyzed simultaneously to gain insight for conducting further interviews. When the interviewees had trouble explaining their views, we suggested them with words but left their sentence intact. Whenever we found the response not clear due to low voice or use of some ambiguous words we asked them for clarification thus following the constructivist approach of GT as we were reporting the respondents' opinion and perception (Corbin & Strauss, 1990).

Table 2. Set of Questions Typically Asked from the Participants

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- *From Parents:* Why have you selected this particular school? Could you elaborate a little on the various behaviors of teachers which have helped you and your child?

- *From Students:* Who is your favorite teacher and why? Do your parents like the behaviors of your teachers? If yes, what behaviors of the teachers do they like most?

- *From Teachers:* Can you list down some of your main duties and responsibilities towards the school, children and their parents; have you seen any of your fellow teachers displaying beyond the job behavior towards other teachers, students, school, and parents? Are these behaviors appreciated by the school? Does the school offer reward (monetary/ non-monetary) for these behaviors?

- *From Principals:* If you have to choose some of the best teachers, whom will you suggest? On what parameters are these teachers are judged as best when compared to others? Do you encourage supportive and helping behavior of your teachers? Can you narrate some of these behaviors?

Note: Probing questions differed from participant to participant.

Data Analysis

Open Coding

The analysis of the data began with searching for initial code called open coding in which minute examination of all interviews sentence-by-sentence were done (Corbin et al.,

1990). During this stage of open coding the data were split into discrete parts and they were closely examined and compared with other interviews for similarities and differences (Corbin et al., 1990). We started coding themes without any preconceived ideas about in-role and extra role behaviors. We initially separate codes based on the respondents.

After conducting about 18 interviews, we generated around 50 open codes. These open codes were grouped and arranged (refer Table 2) on the basis of similarity and dissimilarity between them. Following the guidelines of Corbin and Strauss (1990) at every step of the open coding we maintained memos to aid the data categorization process. Memoing is the process in which coder interpret and record the respondent's feedbacks. Memoing helped in further data collection and analysis. At this stage, all the interviews were transcribed and the memos were generated by the coders to develop the latent themes hidden in the responses.

Axial and Selective Coding

In axial coding stage we combine the wide range of open codes into inter-related categories. Axial coding helped to build a causal relationship between the discrete categories that appear during open coding (Goulding, 1998). After analyzing the open codes and the corresponding memos with each other we found that the teachers were engaged into various extra-role behaviors and activities both during and after schools.

We organized and arranged all the activities of teacher displayed according to the recipient of these behaviors. These behaviors are directed either towards the students, fellow teachers, school, and parents. We arranged these codes in the light of previous literature (Christ et al., 2003; Somech & Drach-Zahavy, 2000; Somech & Oplatka, 2014; Williams & Anderson, 1991). These behaviors were cross verified by principals, students and some of their peer teachers for inclusion under citizenship behavior.

There were two coders, who analyzed the data to maintain the validity and reliability of the results. The responses of the participants were minutely examined and themes were extracted, which were numbered during open coding. These open codes were further analyzed to form axial codes. Finally, by the process of abstraction and contraction, all the axial codes were used to identify selective codes as suggested by Corbin and Strauss (1990). This article concentrates on the findings of selective coding, which are represented by the categories of teachers' behaviors towards fellow teachers, students, the principal, the school and parents. The axial codes were grouped and arranged (see Table 2) on the basis of similarity and dissimilarity between them (Corbin & Strauss, 1990). These axial codes gave the final core categories OCB-I, OCB-O and OCB-P. These core categories were illustrated by the participants' responses as memos. Two coders collected and coded the data independently to ensure inter-rater reliability in data collection and analysis. Upon analyzing the data conducted independently by the two coders, it was found that inter-coder agreement, as prescribed by Lombard et al. (2002), was within the acceptable range at 0.82.

Table 3. *Codes generated from the responses of parents, students, principals and teachers with the help of Grounded Theory approach.*

Responses of the Participants	Open codes	Axial codes	Selective Codes
She is more helpful to my child; she is approachable to my child; she invite students to their home to complete the topic which they had missed; if a child is scared about any particular teacher, she make the child more friendly and familiar with that teacher; arrange and give extra attention to slow learner; gives extra time in class to them to finish their class work.	Helpful / Approachable / Friendly and familiar, / Extra attention	Co-operative and supportive	
They give personal counseling to the children; they always guide them when needed; she encourage child to share their problems; encourage child to participate in extra-curriculum activity and even arrange grant/funds for them.	Personal counseling; / Encouraging / Listening to problems / Providing aid to excel.	Counseling	
They listen patiently and gives time to the children when they comes in staff room; gives special attention to the weak children; sometimes sits beside her daughter and complete her works when she is not able to solve the sums; wait for all the students and don't start the morning prayer till all them had turned up; they take care of the belongingness of the child during excursion or school fest; she even play games with the child to involve them.	Special attention; / Assist in completing work; / Wait for the child; / Care of belongingness; / Involvement of the child.	Individual attention	OCB-Individual (OCB-I)
They look for overall development of the child like mannerism and soft skills; if a child is weak in studies then to make them positive and confident about themselves they highlight their achievements in other activities such as sports activities; they praise the child and discuss their success in front of all other students; they make them enjoy their work and keep them motivated in them;	Overall development; / Mannerism; / Confidence and positivity; / Praise;	Motivational factors	
sometimes she completes the assignment of the child to make them more confident for the next time.	Display achievement; / Motivation.		
Give affection to them when they were studying under her and even give them visits when they had moved to senior sections and no more studying under them; if a child is absent due to illness she used to repeat in brief the topics covered next day; she don't punish child rather understand their problems and try to resolve them.	Affection; / Repeat the topics; / Don't punish; / Understand them; / Unexpected meeting	Affectionate Behavior	
She always speaks good things about the school; They don't believe in rejection policy of the new students in the mid of the year; and always encourage positive acceptance and supports the school.	Speaks good things; / No rejection policy; / Positive acceptance.	Appraise about the school	
She never shuts door and prevent them from entering the class, even after class has started, as she believe in this way she will do more harm to the students as they will miss the topics and content of class; whenever discussion starts she speaks more about positive behaviors of the students rather than negative behaviors; she don't believe in punishing the child rather make them more comfortable in class.	No close door policy; / Missing the content; / Solving the problems; / More focus on positive behaviors.	Positive atmosphere	OCB-Organization (OCB-O)
She addresses the child with respect and never address them rudely; She wishes the child on their festival and occasions; sometime counsel the child and make them understand the hurdles of a poor family and advise them not	Give respect; / Festival wishing; / Hurdles of poor family;	Inculcating Etiquettes in children	

to force their parents to give them what they want rather treat them with respect and love.	Respect and love for family.		
They show sympathy towards students like their family members; assure parents about the well-being of the child; if the child forgets to take water bottle or lunch box arrange food for them without bothering parents; child in this school calls their teacher "aunty" rather than madam; They show a bonding and attachment with the child; On the last day of school bid farewell with chocolates and warm wishes to the students; During parent-teacher meeting she explained the entire behaviors of the child to me which shows that she is very much familiar with my child; They cry while recalling the old moments of my child in her class and give my child motherly treatment.	Sympathy like family members; Assurance about well-being of the child; bond and attachment with the child; Last day farewell; Call 'aunty'; Familiarity with child behavior; Cry for the child.	Concern and familiar approach	
He goes himself and enquires for the reason of child absence. Even if parents are not able to come and meet the teacher on a regular basis, he used to message her the progress report of her child; always maintains a cordial relationship with all parents; when sees us in market place he stops and discuss about the behavior and attitude of my child; even when the child had moved to next class he keep me informed about the progress of my child whenever I enquire; gave his contact number to me and always responds	Involving parents; Cordial relationship; Discussion about child behavior/ attitude; Keep parents informed about progress; Give personal no to assist parents;	Cordial relationship with parent	
properly whenever I call her; when asked for help she send the notes of other child on Saturdays to enable my child complete the missing class notes.	Enable completion of work.		
Provide financial aid to children who are hailing from poor family and can't afford to buy stationeries; advise child to behave properly and maintain discipline even after school hours; encourage child to finish her food by reminding them that mother must have cooked and packed their food with love and care; they become very considerate and gave extra attention and teaching hours to them even on Sunday if the student can't afford tuition.	Financial support; Maintain discipline;. Awareness about family concern; Considerate and extra attention Teaching on Sundays	Social awareness to create space for parents	OCB-Prosocial (OCB-P)
They continuously monitor the progress and development of the child and keep us update on regular basis, through calls, messages and interaction; one day when child was late for exam she called me and enquires for the cause of his absence and late; I was not aware of the vision problem of my child teacher called me and had suggested a doctor checkup as he can't see properly, as such from her advice we came to know about that disease.	Continuous monitor; Regular updates to parents; Frequently about absence; Make parents informed about problems and shortcoming of child	Continuous update to parents	

Findings

The core categories, OCB-I, OCB-O and OCB-P, gave a holistic picture of the dimensions of OCB among teachers. Following the procedure of Tuisk (2007) the memos of the recipient's − teachers (T), principals (P), students (S) and parents (R) have been used to illustrate these categories in the next section. The numbers in the memos are the sequence of the respondents in the interviews.

Behavior Directed Towards Individual (OCB-I)

OCB-I is associated with behaviors, which are directed towards individuals in the school Williams and Anderson (1991) while discussing different types of work behavior have confirmed that OCB has two facets OCB-I and OCB-O. But they discussed only those behaviors, which are directed towards colleagues as OCB-I, whereas we have captured those extra-role behaviors which are directed not only to peers but also to other members of organization such as principals and students. To date scholars have explored OCB as those behaviors which can't be treated as in-role or prescribed behaviors. But, we have gone in depth and explored OCB on the basis of its recipients. William et al. (1991) examined in-role behaviors (IRBs), OCBs as separate dimensions of performance on the basis of supervisor ratings. In this study, we have examined the citizenship behaviors of teachers from a triadic perspective of principals, children and parents. Participants have acknowledged these behaviors which are directed towards their children, other teachers and principals:

> Teachers of this school do sometimes visit the children's home, and talk to all the members of the family and observe the environment of their home, to understand the behaviors and action of students in class and provide genuine feedback to us. (P5)

> My main duty along with teaching is observing students' behavior, and in trying to help them sort out his/her behavioral disorder. (T1)

> According to my parents, teachers here are very motivating and friendly. (S4)

> My favorite teacher is an inspiration for me. She loves me and saves me from trouble. (S5)

Behavior Directed Towards Organization (OCB-O)

Similar to the helping behavior of teachers towards students and fellow teacher, parents have also recognized some behaviors which showed a higher level of commitment and conscientiousness of teachers towards the school. This citizenship behavior supports the school in building their brand image. These activities are suggested as generalized compliance by Smith et al. (1983). They focused on those behaviors which define what a good employee should do, "such as attendance, punctuality, working overtime, and not spending time on personal telephone calls" (Smith et al., 1983, p. 657). In this study, we came across a different set of behaviors which are more than this general compliance and crossing the boundary of schools to reach the greater audience. It has been found that endorsing school in the public meetings, spending extra-hours to give remedial classes, providing affection and care to the children, and maintaining a friendly and homely environment in the school are some of the behaviors displayed by teacher. Participants have confirmed that teachers are maintaining a conducive environment for their children. Some of the excerpts from the interviews are given below.

> I've found her speaking always positive things about school… they also arrange for remedial classes for weak students after school hours. (R3)

They are strict only during studies, and are always affectionate and caring towards my child. (R6)

Though she is always punctual…but if a child comes late she never closes the door and never stops them from entering the class, as she believes in this way the child will miss the teaching and content of the topics discussed. (R11)

She believes that open culture will make the learning more feasible, as the child will be free and comfortable; hence, sometimes she even plays and dances with my child to make them feel free and approachable. (R15)

Behaviors Directed Toward Customer (OCB- P)

Along with the helping and committed behaviors, during iterative analysis and comparison of responses one more category emerged out very prominently which was common across all respondents. These behaviors can neither be clubbed with OCB-I nor with OCB-O. They are different and represent those behaviors of the teacher which are directed towards the school customer that is towards parents. OCB-I and OCB-O are extra- role behaviors which are restricted within the boundary of the organization, whereas OCB-P crosses the boundary of the organization and touches customers who are external to the organization, but have greater influence on the operation and service level of the organization. In a prior research, Brief and Motowidlo (1986) suggested a form of behavior, which was directed towards client and promote a higher level of satisfaction and gratification among clients. They termed this behavior as pro-social organizational behavior.

While explaining various types of workplace behaviors, they suggested that certain behaviors involve providing beyond the call service to the customers. It even incorporates helping the customers with personal matter unrelated to organization's service or product. Listening to the customer sympathetically, counseling them informally on their personal matters is one of such behavior (George et al., 1990). Similar pro-social actions of teachers have been found during the analysis of the responses. Parents are the customers of the school and their satisfaction and delight depends highly on the service provided by the teachers. Schools are service organization and they can keep their clients, i.e., parents happy and loyal only through a quality service. This service doesn't end at teaching the children, but extends to fulfillment of parents' needs and expectations. Parents want overall growth, both mental and physical, of their children. In this study, parents are acknowledging the pro-social behaviors of teachers, which are displayed towards them. These behaviors are meeting the criteria and expectations of parents and generating higher levels of satisfaction and delight in them. These behaviors are found predicting faith and credibility of the school in the parents. These behaviors are not asked by the school but are voluntary in nature. These behaviors can be termed as pro-social citizenship behaviors (OCB-Prosocial). These extra-role activities of teachers are beyond the purview of prescribed duty which assures parents that their children are learning and growing under the best guidance and supervision.

These behaviors cannot be restricted to OCB-I and OCB-O, which includes those behaviors that are directed towards students, fellow teachers and the school as an organization, but it doesn't involve a third stakeholder (i.e., customers). Pro-social behaviors move ahead and cross the boundary of the organization and reaches parents, who are one of the beneficiaries and recipients of the school services. It has also been confirmed from principals and teachers that these behaviors are neither recognized nor rewarded. Teachers involve in such activities out of their own wish and with an intention to support the overall development of both the child and school. There is a need for a separate category which can

capture these behaviors. Hence, the term OCB-Prosocial is used to arrange this behavior under one category. During the interviews, we found that parents show gratification and content by these prosocial behaviors of teachers, such as:

> Sometimes if my daughter forgets to take her tiffin, instead of scolding or complaining about it she arranges food for her and keeps my child happy. (R3)

> My family's financial position is not so good, hence, sometimes I'm not able to provide all the materials required for my child's studies… at some occasion she counsels my child and make him understand the hurdles of a poor family, and advises him not to put pressure on his parents for school materials… also suggests to him to treat his parents with respect and love. (R7)

> Whenever I come across her, she stops and talks to me for a while and always assure me about the well-being of my child. (R10)

Further, teaching is a profession which needs commitment and dedication from teachers. Parents, like any other customers, desire a dedicated and committed service from the school. They believe that after home, school is the only place where their children spent maximum hours of the day. Hence, they should get a supportive and encouraging environment to grow. Parents are satisfied from school as their need of homely environment for their children are met   by these extra-role behaviors of the teachers. Teachers have been found to be providing an encouraging and supportive climate to their child, such as:

> I found the teachers to be very co-operative and caring, they discuss about the progress and performance of my child in detail during parent teacher meeting… they behave like second mothers… they know the likes, dislikes and nature of each and every child like their mother. (R4)

> Teachers show a bond and attachment with our children… even in market place, I have found that one of the teachers have stopped and discussed about the behavior and attitude of my child. (R14/15)

Parents are also interested in ensuring concern and care for their child at school which they gave to their children at home. To survive and grow the schools need to be receptive to these expectations of the parents, and to promote and incorporate these expectations teachers need to be more compassionate and accommodating. They need to provide affection, care and a co-operative environment along with education to the children. Parents acknowledge these concerns and care of the teachers, and suggest that it should be retained and followed even by other schools, such as:

> My child recollects the behavior of her previous class teacher. Her teacher once cried for her students when they were moving to the next class… even I've seen some teachers giving motherly treatment to the child. They used to take care of the child when they were sick… (R15)

> I was not aware of the vision problem of my child. I am obliged to my child's class teacher as she called me and had suggested a doctor's checkup as my child can't read the board properly. From this checkup, the problem of the vision came to our knowledge. (R16)

Citizenship behaviors can be better understood if they can be arranged according to the recipients. If all the stakeholders of an organization are satisfied and benefitted from the activities of the various members of the organization then definitely the organization will be more stable and sustainable in the longer run (Freeman, 2010). Citizenship behaviors improve the efficiency and effectiveness of the organization by contributing to transformation of resources, bringing innovativeness and facilitating adaptability (Organ, 1988). Parents have registered these citizenship behaviors in the teachers. These behaviors are beyond the call of duty and can be subsumed under three broad categories based on the recipients of these behaviors: OCB-I, OCB-O and OCB-P. The third category emerged as a new category during the analysis of the responses. OCB-P is based on the prosocial behaviors of teachers. They are incorporated and displayed by teachers to keep all the stakeholders happy, satisfied, and informed.

Action Diagram

The above study is incomplete without a diagrammatic representation of the theory that emerged during the grounding of the interviews. Action diagrams proved useful in illustration of cause–effect relationships between various variables to be studied (Rodon & Pastor, 2007). The diagrammatical representation was used to explain the various conditions and their consequences about the nature of teachers' citizenship behavior in schools. Action diagrams have three parts: conditions; actions; and consequences.

Conditions are the situations which lead to the actions. In this study there are three conditions pertaining to the extra-role behavior of teachers on the basis of its recipients. These three conditions lead to action of the teachers which include all extra-role activities displayed by teacher while interacting with parents and other members of school both during and after school hours. Actions are the actual behavioral outcome of the respondents involved. Finally, consequences are the results of these behaviors (Rodon & Pastor, 2007). First condition, elaborates extra-role behaviors directed towards students and fellow teachers, which leads to varied actions such as co-operative and supportive behavior towards fellow teacher, counseling, motivating and giving special attention to the students. Second condition, narrates about the behaviors directed towards school, which leads to varied actions such as telling good things about school to others, fostering positive atmosphere in the school through their positive behaviors, and inculcating etiquettes and manners among students and fellow teachers which further enhance discipline in the school. Third condition, is about extra-role behaviors directed toward parents, which lead to actions such as showing concern and familiar approach to the parents whenever meeting them, marinating a harmonious and cordial relationship with the parents, generating awareness about social norms and values among students to motivate them to behave properly in society and with their parents, and continuously keeping parents updated on the progress and problems of their children. These actions culminate into three consequences which define the extra-role behavior (OCB) of teachers on the basis of its recipients.

Consequences can be direct or primary, unintended or secondary consequence, depending on their nature (Rodon & Pastor, 2007). The consequence of the teachers' engagement in various behaviors leads to both intended and unintended consequences. The intended consequence is the prescribed and expected behaviors of teacher which falls under the purview of in-role. Teachers are also found engaging in behaviors which are not prescribed by the schools and are displayed out of their internal conscience. These behaviors led to extra-role behaviors of teachers on the basis of its recipients and determine the overall teacher's OCB in school.

Figure 1. Action diagram to generate dimensions of Teachers' OCB.
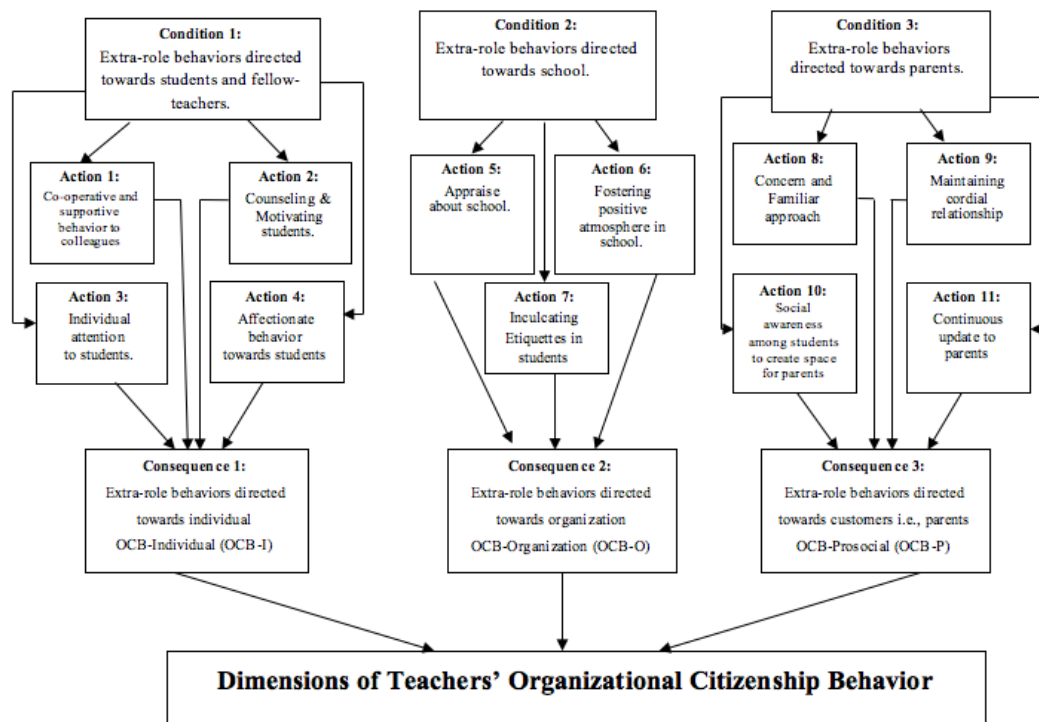
Discussion

We explored OCB according to the recipients of these extra-role behaviors and found that OCB is multi-dimensional. Our study moves one step ahead in capturing a new category of extra-role behaviors of teachers which are directed towards customers (i.e., OCB-P). We found OCB in schools to have three dimensions, viz., (i) OCB-I (extra-role behaviors directed towards fellow teachers and students); (ii) OCB-O (extra-role behaviors directed towards organization i.e., schools); and (iii) OCB-P (extra-role behaviors directed towards customers i.e., parents).

The main theoretical contribution of the current study is that it confirms that OCB is a multi-dimensional construct and can be explained more appropriately on the basis of various recipients of these extra-role behaviors rather than on the basis of nature of these behaviors. Studying OCB according to the nature of these behaviors such as helping behavior (altruism) or compliance behavior (conscientiousness and sportsmanship) is not sufficient to understand the complex nature of these behaviors (Neves et al., 2014). These beyond the job behaviors are displayed by employees with some objectives in their mind and have its own direction such as directed towards individuals, team, and organization (Christ et al., 2003; Somech & Oplatka, 2014). Finding of our study are in consistent with this dimensionality of OCB. In education sector too, scholars have studied OCB as uni-dimensional (DiPaola et al., 2001; Neves et al., 2014). They argued that educational institutions are structured to help students learn and grow; hence distinction between helping the students or schools seems unnecessary as main motive behind these behaviors is to help the students (DiPaola & Neves, 2009). We found a contradictory result and had seen OCB in schools having three dimensions. This may be because schools are undergoing tremendous pressure to adapt to the new changes in the environment and policies.

Further, our study identifies itself more closely with Organ's conceptualization of OCB (1988). The seminal definition of OCB given by Organ (1988) confirms that OCB is performed with an intention to promote welfare of others such as individuals, group or

organization, towards whom it is directed (Oplatka, 2009). Scholars of consumer behavior have agreed upon that companies should encourage their employees to display pro-social behavior that is extra-role behavior towards customer to make them loyal and advocate of their companies (Roy, 2013). Schools are service providing organizations. Its survival and sustenance depends on the services provided by them to the parents and the society. Parents are customers for the school and they expect care and fair treatment for their children. To cater to this newly aroused demand of the parents, the school needs to re-map their strategies. They need to build a trusting relationship with them. Trust is the result of social exchange between the two parties, where both parties are mutually benefitted. Trust engenders citizenship behavior (Konovsky & Pugh, 1994). Findings of this study are confirming that the teachers' extra-role behaviors are developing trust among the parents. In turn parents are advocating them and are satisfied by the services provided by the school.

Results of the current study also facilitate distinction between extra-role activities of teachers and draw a boundary for in-role activities. There exists an argument on the distinction between the two types of work behavior: in-role and extra-role (Somech & Drach-Zahavy, 2000; Williams et al., 1991), which causes discrete opinion in terms of recognizing and rewarding the work behaviors. Oplatka (2006) too in school context confirmed that there exists a doubt in the breadth of teachers' role in schools, which causes role conflict and role-ambiguity among teachers. An understanding of various perspectives of all the stakeholders' will definitely clear the uncertainty of teachers' role. The findings of our study capture opinion of all stakeholders and confirm which behaviors can be termed and which can't as extra-role behaviors.

Current study will also assist in understanding the complex process of educational change. Educational process is a multi-facet process which has several actors with varied interest and ideas (Loogma, Tafel-Viia, & Ümarik, 2013). There are numerous challenges to the successful implementation of educational change as every setting is unique and different (Akkary, 2014). Teachers are one of such actors through which this change is implemented. Hence, understanding their role and behaviors will reduce the complexity of this process. Further, being an internal part of the system their actions will enable the successful implementation of change.

Previous OCB scholars have also witnesses that, though organizational citizenship behaviors are voluntary and discretionary in nature, yet they are desired by the organization (Haworth & Levy, 2001; Oplatka, 2009). Behaviors such as punctuality, less absenteeism, supportive behaviors towards colleagues, volunteering for things which are not asked for, not complaining about trivial matters, and responding proactively and not wasting time are some of the behaviors which every organization desires for (Oplatka, 2009), as these behaviors has been suggested as contributing to the protection and enhancement of the psychological and social context which supports task performance (Organ, 1998). Even Haworth and Levy (2001) opines the same that employees will sustain citizenship behaviors only when they feel that their managers will fairly reward them and recommend them. Thus, OCB is not only desirable by the organization but also influence the motivation and intention of individuals to engage in such behaviors. To enhance OCBs and provide a conducive environment for its growth, organizations must understand its nature, structure, and dimensions. The findings of current study will help the school management in understanding the structure of teachers' OCBs in school.

Care should be taken while generalizing the findings of the current study as scholars have seen culture (Hofstede, 1984) and climate of an organization influencing both productive behavior (Garg & Rastogi, 2006) and counterproductive behavior of employees (Ehrhart & Raver, 2014). Studies examining the impact of culture on individual's behaviors have stated that individuals can be either culturally oriented towards individualism or towards

collectivism based on the value system of their country (Hofstede, 1984; Kapoor, Hughes, Baldwin, & Blue, 2003). Individualism represents the culture in which "the ties between individuals are loose: everyone is expected to look after himself or herself and his or her immediate family" (Hofstede, 1991, p. 51; cf., Kapoor et al., 2003). Whereas, collectivism represents the culture in which "a set of feelings, beliefs, behavioral intentions…. concern for others, cooperation among members of in-group and the desire to develop a feeling of groupness with other members" (Kapoor et al., 2003). This study was conducted in India. Indian culture has been found more collectivist in nature (Kapoor et al., 2003; Ramamoorthy, Kulkarni, Gupta, & Flood, 2007). Thus, in the current study one can say that teacher's citizenship behaviors may be influenced by this collectivist culture of India. Hence, future studies are needed to examine the influence of culture on OCBs in the context of school.

Evidence of the impact of parental involvement on teacher's work behavior is also suggested as future research, since the findings of the current study could be biased due to the selection of only those parents who are actively involved in their children's education. The participants (parents) in the current study are deeply involved and actively participating in school based activities of their children, hence it can be expected that they carry varied hopes and expectations from school and define the role of teachers differently.

Schools and other organization should follow the advice of Brief et al. (1986), who found pro-social behaviors improving both the administrative strategy and the organizational design. Pro-social behaviors also help organizations to become more effective (George et al., 1990) and enables individual to lead a more fulfilled life. The knowledge of a teacher's role is essential because in spite of the prescribed job description, one cannot predict through formally stated job descriptions the entire array of behaviors needed to achieve desired performance. Also, being an internal member of the school, teachers' extra-role behaviors will lead to effective reforms at various levels. This study has successfully achieved its objective of outlining the structure of teachers' OCB, which are essential for the overall growth of the school, students and the self-development of the teachers.

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