

The Impact of Job Satisfaction on Teacher's Organizational Citizenship Behavior: A Study of Primary and High Schools of Three Districts of Punjab

Deepika Gupta

Research Scholar,
Punjab Technical University-144603, Jalandhar, INDIA.
Email Id- deepika.2615@gmail.com

Dr. Harinder Singh Gill

Director-Principal, Rayat-Bahra Institute of Management,
V.P.O-Bohan, Dist.Hoshiarpur-146104,Punjab,INDIA
Email Id- harindersinghmajitha@yahoo.co.in

ABSTRACT

Organizational citizenship behavior (OCB) is defined as a voluntary behavior that has a positive impact on the organizational outcome. This study investigated the impact of job satisfaction on organizational citizenship behavior of teachers working in primary and high schools. The study instruments used were the short form of Minnesota Satisfaction Questionnaire (MSQ) and 24-item Likert-type scale measuring organizational citizenship behavior. The sample for the study consisted of 750 teachers working in primary and high schools of three districts of Punjab-Amritsar, Gurdaspur and TarnTaran. Structural Equation Model (SEM) was used to see the impact of job satisfaction on OCB. The results obtained through values of parameter estimate and p statistics exhibited that Job Satisfaction had a positive and significant influence on Organizational Citizenship Behavior of teachers. OCB was most affected by Intrinsic Job Satisfaction ($\beta=0.46$) and least affected by Extrinsic Job Satisfaction ($\beta=0.35$).

Keywords: Organizational citizenship behavior; intrinsic job satisfaction; extrinsic job satisfaction, Structural Equation Modeling, Schools.

Introduction:

The fundamental objective of any organization is to attract and retain best competitive employees (Singh and Singh, 2010; Belcourt, Bohlander, & Snell, 2008). To gain this edge, there is a need to support and satisfy the man power (Allen, Shore & Griffeth, 2003). In this competitive world, the success of any organization depends upon human resources who voluntarily participate in extra work and go beyond their role expectations (DiPaola & Tschannen-Moran, 2001). These voluntary and extra-role behaviors are well described as organizational citizenship behavior (OCB) (Organ, 1988). Organizational citizenship behavior is gaining much attention now a days in the field of research. OCB as defined by (Organ, 1988), is a voluntary, spontaneous and discretionary behavior exhibited by employees who are willing to contribute without expectations, not directly linked to formal reward system and have a positive effect on the working of any organization. OCB plays an important role and it varies from organization to organization (Organ, 1988) but it cannot be denied that OCB gets more sensitive in the context of schools. It is very much necessary for the teachers to have high OCB because of complex education system. There are more than 5000 research on job satisfaction (Cranny, et.al 1992) which indicated that employee satisfaction has become one of the most important objectives these days. Teachers who are satisfied with jobs tend to have higher OCB which in turn results in high performances, more commitment and less absenteeism. Job satisfaction, a predictor to OCB is described as the emotional reaction of the employees towards his/her job (Cranny et.al., 1992) or the sense of inner joy in performing a particular job. Every individual behavior is different and that too depends upon organization in which he/she is working. Employees behavior in educational organizations are different from those who are working in non-educational organizations.

Schools are service organizations in which teachers are generally committed in doing what is best for their students (DiPaola & Hoy, 2004). So, the characteristics of work influence on teacher's OCB may be different from those obtained in other non-educational organizations. These behaviors help in increasing the quality of teaching and ultimately benefit the organization (Lara, 2008) as a whole. OCB is a multi-dimensional concept. Different researchers have provided different views on its dimensionality. Organ (1988) has given five dimensions of OCB: Altruism,

Sportsmanship, Conscientiousness, Courtesy and Civic Virtue. There are two dimensions of OCB given by William & Anderson (1991) including behavior directed towards individuals (OCBI) and behavior directed towards organization (OCBO). DiPaola and Tschannen-Moran (2001) investigated that in schools there are only one dimension which covers all the aspects of OCB. OCB has attracted a substantial amount of research in finding the predictors or antecedents. Based on literature review there are different antecedents of OCB identified including individual, task and organizational characteristics (Podsakoff, MacKenzie, Paine and Bacharach 2000). A set of study including meta-analysis found that OCB is better predicted by job satisfaction and organizational commitment (Organ and Ryan 1995). The relationship between job satisfaction and OCB is positively supported in literature (Bateman and Organ, 1983; Organ, 1988; Williams & Anderson, 1991; Schappe, 1998; Ngunia, Slegers and Denessen, 2006). For any organization, satisfied employees work as assets. Personal, Organizational and non-organizational factors play an important role in effecting the level of satisfaction. The individual's general attitude towards his/her job is termed as job satisfaction (Opkara, 2006; Spector, 1997). Job satisfaction is a global concept which has two dimensions such as intrinsic job satisfaction and extrinsic job satisfaction (Herzberg et al., 1959; Herzberg, 1966). Employees who are highly satisfied with their jobs generally exchange positive behavior with others (Bateman and Organ, 1983) and go beyond the normal expectations of their job (Robbin and Judge, 2011).

Literature Review

As per OCB literature, there is a growing interest of researchers including the antecedents of OCB. As a result of efforts made by different scholars or researchers, there appears a high level of consent among researchers regarding the relationship of OCB and job satisfaction. The relationship between these two variables has been studied for decades (Bateman and Organ, 1983; Foote & Li-Peng Tang, 2008; Le Pine, Erez, & Johnson, 2002). Typically, there is a complex relationship between job satisfaction and OCB. Fifteen independent studies have shown a significant relationship between OCB and job satisfaction (Organ and Lingl, 1995). Some researchers have studied job satisfaction as an outcome and predictor variable of OCB (Currivan, 1999; Van Scotter, 2000; Ngunia et al., 2006) and vice-versa. Despite of dominant view in literature majority of researchers found that OCB as an outcome of Job Satisfaction (Van Scotter, 2000; Ngunia et al., 2006; Smith et al., 1983). There is a positive relationship between OCB and job satisfaction (William and Anderson, 1991; Organ and Ryan, 1995; Organ and Konovsky, 1989). Zeinabadi (2010) found that OCB was mostly influenced by intrinsic job satisfaction.

A study conducted on blue-collar contractual workers exploring the factors affecting their OCB performance (Lomoya, Pingol and Calleja, 2015) revealed that job satisfaction and job characteristics strongly predicts organizational citizenship behavior. It is the general acceptance that job satisfaction helps in increasing the physical, psychological and emotional abilities of employees. This healthy feeling regarding job can effect the attitudes related to work and foster productivity and performance and prevent negative behavior such as turnover and absenteeism (Becker, 2004). Only satisfied employees are more likely to display positive behavior which in turn contribute in effective functioning of the organization (Werner, 1994). Bharathidasan and Bharathidasan (2013), on a sample of 252 teachers working in institutions in Tamilnadu found job satisfaction as a moderator and a predictor to altruism and helping behavior. Intrinsic and extrinsic job

satisfaction were found to be the strong predictors of OCB in different studies by Rostami et al. (2009), Chiboiwa, Chipunza and Samuel (2011) and Jamali et al.,(2009).Kasemap (2012), Tsai and Wu (2010)and Moorman (1991) confirmed that overall satisfaction is related to OCB.Talachi et.al., (2014), a recent study conducted on 120 participants in mining industry resulted in significant relationship between OCB and job satisfaction. In contrast, few researchers found no significant relationship between the duo by adapting three dimensions of OCB and overall satisfaction (Schappe, 1998; Chen, Hui and Segeo, 1998).

The purpose of the present study was to investigate the relationship between organizational citizenship behavior and job satisfaction of teachers working in primary and high schools of three different districts of Punjab. Using structural equation modeling, the impact of two facets of job satisfaction on 5 facets of organizational citizenship behavior was studied.

Methodology

In present study, a cross- sectional survey-based descriptive statistics was used. Total of 750 teachers (375 primary teachers and 375 high school teachers) were selected from various schools. Schools were selected based on their establishment year from each block of three districts of Punjab-Amritsar, Gurdaspur and Tarn Taran. Structured questionnaires were used in this research to assess the statements related to job satisfaction and organizational citizenship behavior. The questionnaire consisted of three parts. First part was related to demographic profile of the respondents, second part was associated with job satisfaction and third part consisted of organizational citizenship behavior. Minnesota Satisfaction Questionnaire (Weiss, Dawis, England, and Lofquist 1967), a short form of a self-reported MSQ indicating 20 items was used to measure two dimensions, namely, intrinsic and extrinsic job satisfaction of teachers. It has been the most widely used instrument in measuring the job satisfaction (Scarpello and Campbell, 1983). The Cronbach alpha value for intrinsic and extrinsic job satisfaction was 0.949 and 0.913 respectively. On the other hand, Organizational Citizenship Behavior 24-item scale (Podsakoff, MacKenzie, Moorman and Fetter 1990) was used to measure the degree to which the teaching faculty of a school engages in organizational citizenship behavior. The Cronbach alpha value for OCB dimensions ranged from 0.856 to 0.913. Respondents were asked to rate the statements of both the variables on 5-point Likert scale. SEM (Structural Equation Model) method using AMOS 21 was used to see the relationship of job satisfaction and organizational citizenship behavior.

Data Analysis

In this part, the findings of the study were explained through the demographic profile of respondents and descriptive statistics. In next part, GFI, AGFI, RMSEA were calculated using structural equation model AMOS 21 software.

Table 1 : Demographic Profile of Respondents

S.no	Profile	Category	Public schools	
			Count	Percentage
1	Locality	Urban	66	8.8%
		Rural	684	91.2%
		Total	750	100.00%
2	Gender	Male	334	44.50%
		Female	416	55.50%
		Total	750	100.00%

S.no	Profile	Category	Public schools	
			Count	Percentage
3	Age	18-30	44	5.9%
		31-40	368	49.1%
		41-50	228	30.4%
		51-58	86	11.5%
		Extension of two years	24	3.2%
		Total	750	100.00%
4	Marital Status	Single	10	1.3%
		Married	730	97.3%
		Divorced	5	0.7%
		Widowed	5	0.7%
		Total	750	100.00%
5	Spouse level of Education	Illiterate	0	0
		Matric	22	2.97%
		Secondary	95	12.83%
		Graduate	485	65.5%
		Post Graduate	138	18.64%
		Total	740	100%
6	Number of Children	None	25	3.37%
		One	236	31.89%
		Two	422	57.02%
		Three	51	6.89%
		Four and Above	6	0.81%
		Total	740	100%
7	Educational Qualification	Matric/JBT/ETT	33	4.4%
		Secondary/JBT/ETT	80	10.7%
		BA/ETT	126	16.8%
		BA/B.Ed/M.Ed	118	15.7%
		MA/B.Ed/M.Ed	243	32.4%
		B.Sc/B.Ed/M.Ed	51	6.8%
		M.Sc/B.Ed/M.Ed	65	8.7%
		Matric/Secondary/BA(PT/Drawing/Vocational)	10	1.3%
		BCA/MCA	14	1.9%
		B.Sc (Nursing)	1	0.1%
		M.Sc Computer Science/M.Sc IT	4	0.4%
		B.Tech/M.Tech/ETT/B.Ed/M.Ed	1	0.1%
		B.Com/M.Com/ETT/B.Ed/M.Ed	3	0.4%
		B.PEd/M.PEd/ETT/B.Ed/M.Ed	1	0.1%
Total	750	100.00%		

S.no	Profile	Category	Public schools	
			Count	Percentage
8	Teaching Experience	Less than a year	11	1.5%
		1-5 years	130	17.3%
		6-10 years	247	32.9%
		11-15 years	144	19.2%
		16-20 years	113	15.1%
		21-25 years	61	8.1%
		More than 25 years	44	5.9%
		Total	750	100.00%
9	Type of House	Own House	707	94.3%
		Accommodation provided by School/ government	4	0.5%
		Rented house/ apartment	32	4.3%
		Others	7	0.9%
		Total	750	100.00%
10	Salary (Monthly)	<₹30000	30	4%
		₹30,001-₹40,000	158	21.1%
		₹40,001-₹50,000	260	34.7%
		₹50,001-₹60,000	173	23.1%
		₹60,001-₹70,000	90	12%
		₹70,001-₹80,000	34	4.5%
		₹80,001 and above	5	.70%
Total	750	100.00%		
11	Family Income	<₹40000	27	3.6%
		₹40,001-₹50,000	51	6.8%
		₹50,001-₹60,000	96	12.8%
		₹60,001-₹70,000	195	26%
		₹70,001-₹80,000	191	25.5%
		₹80,001-₹90,000	119	15.9%
		₹90,001 and above	71	9.5%
		Total	750	100.00%

Source: Author's Calculation Based on Primary Data.

Note 1: Primary Data has been obtained from three Districts of Punjab (Amritsar, Gurdaspur, and Tarntaran)

Note 2: %= percentage of total

The means and standard deviation of the measuring instruments i.e. OCB and job satisfaction were reported in Table 2. Participants seems to have lower sportsmanship in case of OCB and higher altruism and conscientiousness.

Table 2 : Descriptive Indexes of Variables

Index	Mean	Standard Deviation
Conscientiousness	4.36	.583
Civic Virtue	4.01	.686
Courtesy	4.31	.585
Sportsmanship	3.78	.915
Altruism	4.36	.550
Intrinsic Job satisfaction	3.82	.770
Extrinsic Job satisfaction	3.74	.780

Source: Author's Calculation Based on Primary Data.

Note 1: Primary Data has been obtained from three Districts of Punjab (Amritsar, Gurdaspur, and Tarntaran)

Table 3 : Correlation Coefficients of Variables

Dimensions	Consc	SP	CV	Crtsy	Alt	Average IJS	Average EJS
Consc	1	.211**	.261**	.234**	.197**	.320**	.210**
SP		1	.157**	.206**	.193**	.235**	.205**
CV			1	.360**	.198**	.365**	.360**
Crtsy				1	.336**	.318**	.321**
Alt					1	.282**	.214**
Average IJS						1	.457**
Average EJS							1

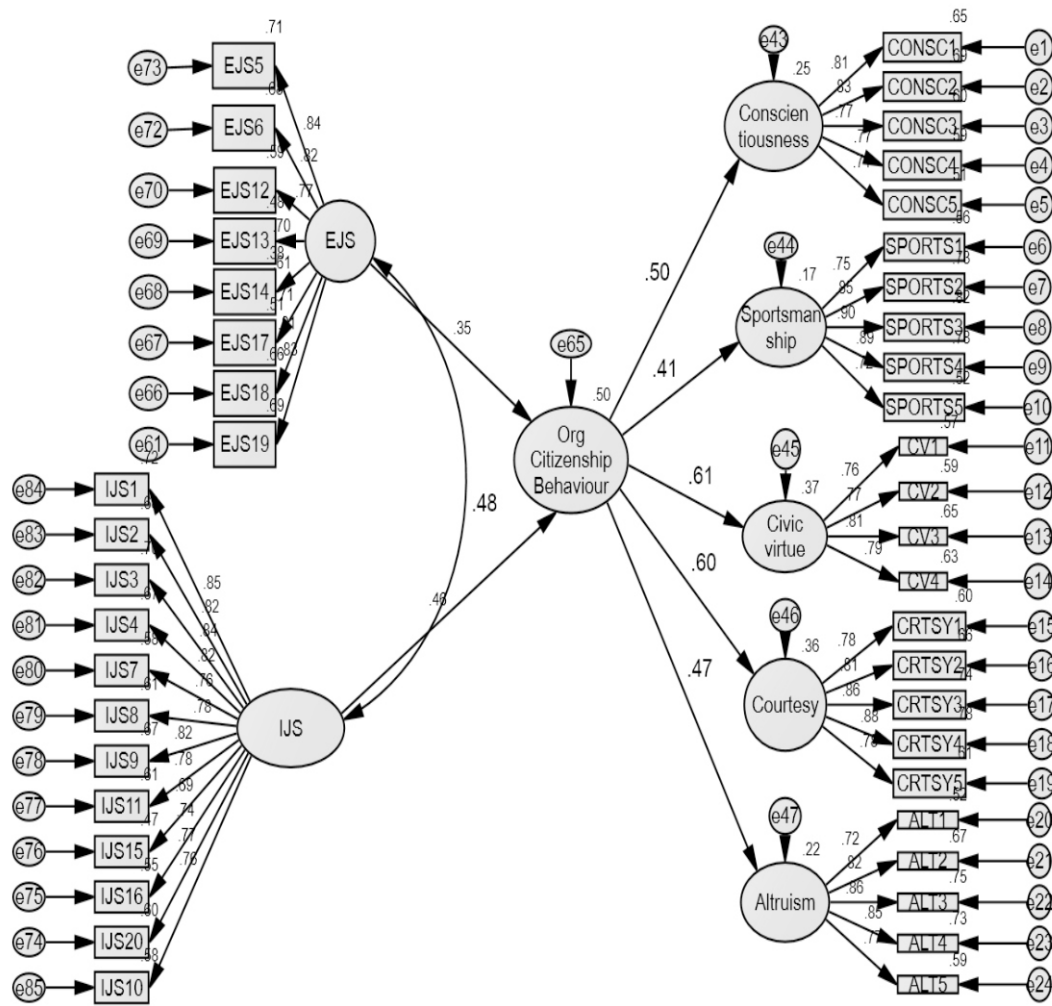
** Correlation is significant at 0.01 level

Table 3 depicted the results related to correlation between different dimensions of two constructs i.e. job satisfaction and organizational citizenship behavior. It was observed that there exists a positive low correlation between all the dimensions and medium correlation between EJS and IJS ($r=0.457, p<0.01$).

Impact of Job Satisfaction on Organisational Citizenship Behaviour

In the study, the standardized scale was used to measure the structural relationship of 20 facets of Job Satisfaction and five dimensions of Organization Citizenship Behavior. The primary data was collected from primary and high school teachers to study the impact of Job Satisfaction on Organizational Citizenship Behavior. To achieve the objective, the model was built in AMOS and the standardised parameter estimates were shown below in diagram (Figure 1.1).

Figure 1 : Structural Equation Model: Job Satisfaction and Organizational Citizenship Behavior



The observed variable was used to predict the latent variables in SEM which were obtained by processing the data in the instrument. Numerical values exhibit the standardized estimates between the latent variables and observed variables (figure 1). Path in the figure displaying standardized regression weights of EJS → OCB ($\beta = .35$) and of IJS → OCB ($\beta = .46$) exhibited a significant effect of both dimensions of Job Satisfaction on OCB. About the model fit, researchers use numerous goodness of fit indicators to assess a model. Results of structural equation model indicated that it offers a good fit to the data which is displayed below.

Table 4 : Chi-Square Statistics and Degree of Freedom

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	95	2724.544	895	.000	3.044
Saturated model	990	.000	0		
Independence model	44	24134.125	946	.000	25.512

Table 5 : Goodness of Fit-Indices & RMSEA

Model	RMR	GFI	AGFI	PGFI	RMSEA
Default model	.036	.842	.825	.761	.052
Saturated model	.000	1.000			
Independence model	.247	.196	.158	.187	.181

Note: Authors calculation based on primary data obtained from three districts of Punjab-Amritsar, Gurdaspur and TarnTaran.

Note: RMR (Root Mean Square Residual); GFI (goodness of fit index); AGFI (adjusted goodness of fit index); PGFI (Parsimony GFI).

Table 6 : Baseline Comparison of Relationship Between Job Satisfaction and OCB

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.887	.881	.921	.917	.921
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

Note: Authors calculation based on primary data obtained from three districts of Punjab-Amritsar, Gurdaspur and TarnTaran.

Note: NFI (normed fit index); IFI (incremental fit index); TLI (Tucker and Lewis fit index); CFI (comparative fit index); RFI (relative fit index).

As shown in Table 4, the result manifested that the ratio of chi square to degree of freedom (χ^2/df) comes out to be 3.044 (less than 5 is acceptable, Wheaton B. et.al., 1977) showed goodness of fit model. Table 5 displayed the other goodness of fit indices like the value of RMR was .036 (<0.08 recommended by Hair J, Black W et.al. 2006) and SRMR was .0427 which was less than .05 for well-fitting of the model (Byrne, 1998; Diamantopoulos and Siguaw, 2000). Goodness of fit (GFI) and adjusted goodness of fit index (AGFI) were 0.842 and 0.825 which again reflect a good model fit. In addition, the result exhibited that the value of RMSEA was 0.05 which again reflect a good fit (Browne and Cudeck, 1992). The goodness of model fit was further investigated by doing baseline comparison. As shown in Table 6, Tucker-Lewis Index (TLI) which was also called Non-Normed Fit Index (Tucker and Lewis, 1973) was calculated. Value close to 1 indicated a good fit but some authors have used the cut-off as low as 0.80. The accepted value of TLI for the present study was 0.917 (Hu and Bentler, 1999) and therefore, the model has an acceptable fit. IFI value was 0.921 which was strongly acceptable. Furthermore, the value of comparative fit index (CFI) always comes between 0-1 (higher the values better the good fit). The CFI value was 0.921 for the acceptable fit of the model (more than 0.90 recommended by Hu L, Bentler PM, 1998; Marsh et.al. 2004).

Table 7 : Regression Weights for Job Satisfaction and OCB

Latent Variable		Measured Variable	Unstandardized weights	Standardised weights	S. E	C.R	P
Org_Citizenship_Behaviour	<---	EJS	.129	.351	.020	6.404	***
Org_Citizenship_Behaviour	<---	IJS	.161	.461	.022	7.327	***

Latent Variable		Measured Variable	Unstandardized weights	Standardised weights	S. E	C.R	P
Conscientiousness	<---	Org_Citizenship_Behaviour	1.000	.491			***
Sportsmanship	<---	Org_Citizenship_Behaviour	1.215	.400	.174	6.970	***
Civic Virtue	<---	Org_Citizenship_Behaviour	1.731	.638	.201	8.615	***
Courtesy	<---	Org_Citizenship_Behaviour	1.185	.577	.140	8.434	***
Altruism	<---	Org_Citizenship_Behaviour	.210	.112	.088	2.400	***
CONSC1	<---	Conscientiousness	1.000	.808			***
CONSC2	<---	Conscientiousness	1.097	.829	.044	24.768	***
CONSC3	<---	Conscientiousness	1.098	.774	.048	22.761	***
CONSC4	<---	Conscientiousness	1.059	.771	.047	22.647	***
CONSC5	<---	Conscientiousness	.896	.714	.043	20.612	***
SPORTS1	<---	Sportsmanship	1.000	.751			***
SPORTS2	<---	Sportsmanship	1.124	.852	.046	24.288	***
SPORTS3	<---	Sportsmanship	1.143	.905	.044	25.959	***
SPORTS4	<---	Sportsmanship	1.144	.886	.045	25.373	***
SPORTS5	<---	Sportsmanship	1.067	.722	.053	20.139	***
CV1	<---	Civic virtue	1.000	.759			***
CV2	<---	Civic virtue	.945	.765	.046	20.357	***
CV3	<---	Civic virtue	.807	.810	.038	21.497	***
CV4	<---	Civic virtue	.823	.793	.039	21.076	***
CRTSY1	<---	Courtesy	1.000	.776			***
CRTSY2	<---	Courtesy	1.015	.814	.042	23.906	***
CRTSY3	<---	Courtesy	1.057	.863	.041	25.667	***
CRTSY4	<---	Courtesy	1.103	.884	.042	26.417	***
CRTSY5	<---	Courtesy	1.021	.783	.045	22.812	***
ALT1	<---	Altruism	1.000	.723			***
ALT2	<---	Altruism	1.066	.813	.050	21.508	***
ALT3	<---	Altruism	1.137	.867	.050	22.903	***
ALT4	<---	Altruism	1.108	.857	.049	22.657	***
ALT5	<---	Altruism	.993	.763	.049	20.194	***
EJS18	<---	EJS	1.000	.814			***
EJS17	<---	EJS	.907	.715	.038	24.016	***
EJS14	<---	EJS	.979	.615	.051	19.163	***
EJS13	<---	EJS	1.068	.696	.046	23.046	***
EJS12	<---	EJS	.991	.766	.037	27.023	***
EJS6	<---	EJS	.930	.824	.030	30.994	***
EJS5	<---	EJS	1.000	.841			***
EJS19	<---	EJS	1.070	.832	.034	31.592	***
IJS20	<---	IJS	1.000	.774			***
IJS16	<---	IJS	.982	.742	.045	21.881	***
IJS15	<---	IJS	1.072	.687	.054	19.956	***
IJS11	<---	IJS	1.071	.783	.046	23.371	***
IJS9	<---	IJS	.961	.817	.039	24.646	***
IJS8	<---	IJS	.956	.780	.041	23.261	***
IJS7	<---	IJS	1.091	.760	.048	22.516	***
IJS4	<---	IJS	1.052	.816	.043	24.610	***
IJS3	<---	IJS	.921	.839	.036	25.511	***
IJS2	<---	IJS	1.013	.822	.041	24.835	***
IJS1	<---	IJS	1.019	.849	.039	25.916	***
IJS10	<---	IJS	.944	.760	.042	22.518	***

Note: Authors calculation based on primary data obtained from three districts of Punjab-Amritsar, Gurdaspur and TarnTaran.

Note: EJS (extrinsic job satisfaction); IJS (intrinsic job satisfaction); Alt (altruism); consc (conscientiousness); CV(Civic Virtue); Crtsy(Courtesy); Sports (Sportsmanship); S.E-Standard Error; C.R-Critical Ratio. "<---" indicating impact of measured variable on latent variable; *** value significant at (p=0.001).

Table 7 encapsulates the regression weights for measured variables and latent variables. It was identified that the unstandardized coefficient value for Extrinsic Job satisfaction (EJS) was $B=0.129$ which represented the effect over Organizational Citizenship Behavior by holding the other variables constant. The estimated positive sign implied that Organizational Citizenship Behavior increase by 0.129 for every unit increase in EJS of teachers in primary and high schools of three selected districts of Punjab. Similarly, the unstandardized coefficient value for Intrinsic Job Satisfaction (IJS) was $B=0.161$ which showed its effect over Organizational Citizenship Behavior by holding other variables constant. It was implied from the result that OCB increase by 0.161 for every unit increase in IJS for teachers working in both the schools. This coefficient value was significant at 1% level. The output also displayed standard errors, critical ratios (which was calculated by dividing estimates by standard errors), and p-values for the regression weights. In addition, regression weights exhibit the strength of relationship between observed and latent variable. It falls between 0 to 1 or 0 to -1 depending upon the direction of relationship. The closer to 1 or -1 indicates a strong relationship. From the table 8.1.5, it was clear that IJS ($\beta=0.46$) was showing strong relationship with OCB than EJS ($\beta=.035$). Similarly, Civic Virtue was strongly related to OCB ($\beta=0.638$), Conscientiousness was strongly related to CONSC 2 ($\beta=0.829$), Sportsmanship was strongly related to SPORTS 3 ($\beta=0.905$), Civic Virtue was strongly related to CV3 ($\beta=0.810$), Courtesy was strongly related to CRTSY 4 ($\beta=0.884$), Altruism was strongly related to ALT 3 ($\beta=0.867$), EJS was strongly related to EJS 5 ($\beta=0.841$) and lastly IJS was strongly related to IJS 1 ($\beta=0.849$). It was likely that a two-factor model of Job Satisfaction proved more appropriate in describing the five factors of Organizational Citizenship Behavior.

Limitations and Future Recommendation

Despite the strengths, the current research has some limitations. This research was conducted in the state of Punjab so its results could be generalized only for Punjab and not for whole education sector. Common method biasness is there because of cross sectional study. Future study should aim at collecting the longitudinal data to avoid or minimize the effects of common method bias. More geographical locations should be covered to get the generalize results. Different measures like supervisors rating should also be considered in case of OCB to get better results. Due to complex environment, other variables should also be taken into consideration that may have influence towards OCB.

Discussion and Conclusion

Present research has contributed to the literature by estimating the impact of Job Satisfaction on Organizational Citizenship Behavior for a sample of 750 teachers of primary and high school teachers in three different districts of Punjab. Structural equation modeling was used to assess the impact of Job Satisfaction (exogeneous variable) on OCB (endogenous variable). Findings obtained through values of parameter estimate and p statistics notified that Job Satisfaction had a positive and significant influence on Organizational Citizenship Behavior of teachers. OCB was most affected by Intrinsic Job Satisfaction ($\beta=0.46$) and least affected by Extrinsic Job Satisfaction ($\beta=0.35$). Based on the findings of the research, the education department should review the different factors of job satisfaction and design different policies to enhance job satisfaction which in turn will enhance organizational citizenship behavior among teachers working in primary and high schools of three districts of Punjab. By looking into these aspects and improving them, teachers will more likely to show positive behavior which consequently provide more favorable outcome such as better performance, less absenteeism and more commitment.

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