

## AN ANALYTICAL STUDY ON ORGANIZATIONAL BEHAVIOUR & INTERDEPENDENT HAPPINESS OF SCHOOL TEACHERS

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### ABSTRACT

*Happiness has been a major issue of scholarly debate among academics, scholars, and administrators since the start of human civilizations. Teaching is a high-stress profession, and the Indian secondary school education system makes it even more sensitive to reducing teachers' pleasure and well-being. The work culture of Indian educational institutions is often attacked by media, instructors, & general public negatively impacting teacher happiness, which is strongly connected with turnover intentions. Organizational culture and behavior have repeatedly been demonstrated to be the most important indicators of teacher contentment and turnover intentions in international and Indian contexts. The purpose of this study is to determine nature & extent of effects repeatedly demonstrated to be the most important indicators of teacher contentment and turnover intentions in potholders. This study aims in totter unround understand the satisfaction of teachers in the secondary school system and its link to work culture, organizational behavior, and turnover intentions.*

**KEYWORDS:** - *Organizational behavior, turnover intentions, interdependent happiness*

### INTRODUCTION

Happiness has always been a treasured aim for individuals of all ages, regardless of age, culture, gender, or affiliation. Happiness, according to Davitz (1970), is characterized as positive mood states, Similarly, Denmark and Iisager (1948) saw it as a dynamic shift toward improved conditions. Happiness, in essence, is a joyful situation characterized by pleasure with life. Happiness, it has been suggested, is an experienced state that cannot be connected with certain external conditions.

Happiness is not always stable, and it might shift from one person or situation to the other. Many favorable life outcomes have been claimed to be explained by happiness. Behaviors are a distinct component of individual activity at work that was initially discussed in the early 1980s. Individual behaviors that promote goods of company by contributing to its social environment are referred to as organizational behaviors. To emphasize voluntary nature of activity and to distinguish it from "task performance" or one's assigned duties, Organizational Behavior represents extending help from one employee to another employee, completing a project on time, useful advice, and giving effective feedback on the various aspects of work (Borman, & Motowidlo, 1993). Organizational behavior signifies a contribution that aids in the preservation and expansion of social supports to complete a job. Organ et al. (1997) defined organizational behavior as "discretionary contributions that go beyond the strict definition and do not lay claim to contractual reimbursement from the formal reward structure." One approach supports citizenship behavior and views it as a collection of behaviors such as sportsmanship, conscientiousness, civic virtue, altruism, and civility (Organ, 1988). Organ (1988) created a five-factor model with five dimensions: altruism, civility, conscientiousness, sportsmanship, and civic virtue. Borman et al. (2001) proposed a three-dimensional model of organizational behavior that encompasses interpersonal behavior, occupational behavior, and organizational behavior.

Because organizational behavior incorporates concepts such as compliance, loyalty, and organizational engagement, it is important to study it in a classroom context. However, research on organizational behavior in an educational environment is limited (Jimmieson et al., 2010; Oplatka, & Stundi, 2011). A three-dimensional model of educational organizational behavior is proposed, with three components: behavior directed at students, behavior directed at colleagues, & behavior directed at organization (Christ, Van Dick, Wagner, & Stellmacher, 2003).

Turnover intention is defined as an employee's conscious and purposeful desire to quit an organization (Tett, & Meyer, 1993). It has been recognized that turnover is important for all types of organizations, whether large or small, private or public because it is associated with the costs of employee selection, recruitment, and training, as well as the indirect costs of morale, pressure on remaining personnel, and loss of social capital (Milne, & Shaw, 2007).

It has been claimed that turnover intent is not explicitly stated. Intentions are statements concerning a certain behavior of interest (Berndt, 1981). Turnover intent is defined as the subjective likelihood that a person would change jobs within a specific period and is an immediate prelude to actual turnover (Lambert, Hogan, & Barton, 2006). Mossholder et al. (2005) suggested a relational view of turnover that emphasized structural, attitudinal, and behavioral variables. Situational factors (Tiwari, A., & Tekwani, K. 2021) show a prerogative connection with turnover intentions than attitude and behavior predictors. According to Naseema (2015),

employee turnover occurs when individual workers are dissatisfied with their employment, which is not only reason why a person leaves one business for another. As a result, a talented employee may be driven to earn a greater salary, additional perks, and better personal growth (Arokiasamy, 2013). Many elements (Deshpande, O. N., & Tekwani, K.) have been claimed to explain employee turnover intentions. Employees may leave a company due to a variety of factors. Job discontent (Melaku, 2015), as well as stress and job overload (Monte, 2012), may be factors in turnover intentions. Some demographic characteristics, such as age and education (Tromp, Rheede, & Blomme, 2010), as well as economic and remuneration aspects (Ogora, & Muturi, 2015), may be responsible for turnover. Employee turnover intentions may also be influenced by a lack of professional progression (Curran, 2012), promotion (Wallelegn, 2013), and working conditions (Guyo, Gakure, & Mwangi, 2011).

## OBJECTIVES OF THE STUDY

The study's major goal is to determine influence of gender & school type on organizational behavior & interdependent satisfaction of secondary school teachers.

## HYPOTHESIS

Gender and school type will have a considerable impact on secondary school teachers' organizational behavior, turnover intentions, and interdependent happiness.

## IMPACT OF GENDER AND TYPES OF SCHOOL ON ORGANIZATIONAL BEHAVIOUR

Table 1: ANOVA results of organizational behavior

Source of Variation	SS	df	MS	F	P
Type of School(A)	896.60	2	448.30	10.83	.00
Gender (B)	226.86	1	226.86	5.48	.02
A×B	1.58	2	.79	.019	.98
Error	9599.77	220	41.38		
Total	behavior	225			

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

To explain effect of gender and school type on organizational behavior, an analysis of variance was performed, results of which revealed significant main effects of school type ( $F(2, 220) = 10.83, p = .00$ ) & gender ( $F(1, 220) = 5.48, p = .02$ ), but no interaction effect of school type and gender ( $F(2, 220) = 0.019, p = .98$ ). As a result, men instructors scored much higher on

organizational behavior than female teachers.

Post-hoc Tukey's HSD tests were used to highlight disparities in mean scores of instructors from three types of schools. The findings revealed that mean organizational behavior score of private school instructors was considerably higher than that of central and state school teachers, but other combinations were not significant.

**Table 2: mean scores of organizational behavior of teachers (HSD tests)**

Types of school (I)	Types of school (J)	Mean difference	SE	P	Lower	Upper
Central School	State School	1.825	1.0047	.17	-.545	4.194
	Private School	-2.683*	1.0344	.03	-5.123	-.243
State School	Central School	-1.825	1.0047	.17	-4.194	.545
	Private School	-4.508*	1.0284	.00	-6.934	-2.082
Private School	Central School	2.683*	1.0344	.03	.243	5.123
	State School	4.508*	1.0284	.00	2.082	6.934

## IMPACT OF GENDER & TYPES OF SCHOOL ON TURNOVER INTENTION

To explain effect of gender and school type on turnover intention, an analysis of variance was performed, results of which revealed significant (Tekwani, K., & Raghuvanshi, R. 2020). main effects of school type ( $F(2, 220) = 3.56, p = .03$ ) but no main effect of gender ( $F(1, 220) = .06, p = .81$ ) & an interaction effect of school type & gender ( $F(2, 220) = 2.37, p = .09$ ) on turnover intention.

**Table 3: ANOVA results of turnover intention**

Source of Variation	SS	df	MS	F	P
Type of School (A)	81.40	2	40.70	3.56	.03
Gender (B)	.69	1	.69	.06	.81
A×B	54.32	2	27.16	2.37	.09
Error	2655.79	220	11.45		
Total	57378.00	225			

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

To highlight variations in mean scores of teachers from three types of schools, posthoc Tukey's posthoc were utilized (Tekwani, K., Rana, A., & Raghuvanshi, R. 2021), which revealed that central teachers substantially outperformed state teachers on turnover intentions at the .021, level, whereas other combinations did not.

**Table 4: mean scores of turnover intentions of teaintentionsey's HSD tests)**

Types of school (I)	Types of school (J)	Mean difference	SE	P	Lower	Upper
Central School	State School	1.422*	.5284	.02	.175	1.422*
	Private School	1.162	.5441	.08	-.121	1.162
State School	Central School	-1.422*	.5284	.02	-2.668	-1.422*
	Private School	-.259	.5409	.88	-1.535	-.259
Private School	Central School	-1.162	.5441	.08	-2.446	-1.162
	State School	.259	.5409	.88	-1.016	.2595

### IMPACTS OF GENDER AND TYPES OF SCHOOL ON INTERDEPENDENT HAPPINESS

An analysis of variance was performed to explain impact of gender & types of schools on interdependent happiness (Tekwani, K., & Raghuvanshi, R. 2019). The results revealed significant main effects of types of schools ( $F(2, 220) = 6.37, p = .002$ ) and gender ( $F(1, 220) = 6.60, p = .01$ ) with no interaction effect of types of school gender ( $F(2, 220) = 2.34, p = .098$ ) on interdependent happiness.

**Table5: ANOVA results of interdependent happiness**

Source of Variation	SS	Df	MS	F	p
Type of School(A)	391.37	2	195.68	6.37	.002
Gender (B)	202.74	1	202.74	6.60	.010
A×B	143.86	2	71.93	2.34	.098
Erro r	7124.58	220	30.71		
Tota l	298949.00	225			

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

To highlight differences in mean scores of teachers from three types of schools, posthoc Tukey's posthoc was used (Tekwani, K., & Raghuvanshi, R., 2019), which revealed that mean score of central teachers was significantly lower on interdependent happiness than the teachers from state and private schools, at .007, .02 and .007, respectively.

**Table 6: mean scores of interdependent happiness of teachers (Tukey's HSD tests)**

Types of school (I)	Types of school (J)	Mean difference	SE	P	Lower	Upper
Central School	State School	-2.636*	.8655	.007	-4.677	-2.636*
	Private School	-3.024*	.8911	.002	-5.126	-3.024*
State School	Central School	2.636*	.8655	.007	.594	2.636*
	Private School	-.388	.8859	.900	-2.478	-.388
Private School	Central School	3.024*	.8911	.002	.922	3.024*
	State School	.388	.8859	.900	-1.702	.388

## DISCUSSION

The findings reveal that gender and school type have a substantial influx once on organizational behavior and interdependent satisfaction of secondary school teachers. The study's findings demonstrated that gender & the structure of school organizations played a key impact in patterning nature of organizational behavior & teachers' interdependent pleasure.

## CONCLUSIONS

The data revealed that gender and the structure of school organizations had substantial major effects on both organizational behavior and interdependent satisfaction indicators. When compared to state and private school instructors, the mean scores of private school teachers on organizational behavior & interdependent happiness were much higher. In the Indian context, three types of school organizations exist. The first is central school, which is governed by Indian central government's legislative rules. These schools are centrally supported & are distinguished by employment security, prestige, well-qualified instructors, a clear recruiting strategy, regular compensation & bonuses, & social recognition. There is a transfer policy in place, & a central school may include instructors from various socio-cultural backgrounds in Indian society. State schools, on other hand, are funded by various state governments & provide employment stability, social status, well-defined privileges, & a wage. In terms of openness in recruiting, organizational goals, perks, regular salary payments, & other advantages, state government benefits are considerably weaker than those of central government t. Private schools are governed by legislation enacted by either federal or

state governments & are run entirely by private administration. These institutions' salaries and other advantages are often lower than those of central or state schools. Teachers in the majority of private schools are from the surrounding villages. Private instructors' lower job security and familiarity may be the underlying cause of their more interdependent and organizational behavior as compared to central & state school teachers. Behavior clearly defines a collection of good and desired outcomes that govern and improve organizational efficiency. Positive academic achievements & organizational success are more crucial for teachers in private organizations since their job security, future, & career advancement are entirely contingent on existence of the schools with which they work. Higher job stability and a well-defined compensation, on the other hand, may be grounds for lower scores on organizational behaviors and interdependent satisfaction.

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