Contribution of Job Satisfaction to Organizational Citizenship Behavior: A Survey of the School Teachers of Nepal

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ABSTRACT

Job Satisfaction (JS) and Organizational Citizenship Behavior (OCB) are both considered crucial in an organizational setting. The association between JS and OCB promotes school effectiveness on multiple levels. With this consideration, this research aimed to examine the relationship between them, following a post-positivist philosophy with a cross-sectional survey design. The data collected randomly from 345 respondents were analyzed using correlation and regression analysis and finally interpreted with the social capital and social exchange theory. The results confirmed the positive relationship between job satisfaction and organizational citizenship behavior, which further supports teachers' high job performances and work productivity. Likewise, the relationship between job satisfaction and organizational citizenship behavior supports organizational commitment and effectiveness among teachers to promote better educational achievement in schools.

Keywords: job satisfaction, organizational citizenship behavior, social capital, social exchange, Nepal

Nepal is a nation that holds its peculiar identification for its rich culture, tradition, and social values where education and learning occupy significant social space. Looking back to the history of educational development in the context of Nepal, we come across the internalization that the concept of schooling started with the practices of "gurukul" (spiritual nature of informal school where students live in the shelter of teacher) (Parajuli & Das, 2013). This mode of teaching-learning took its formal shape with the establishment of the first school in Nepal in 1853, after which the number of schools reached 300 by 1951 (Central Bureau of Statistics [CBS], 2003). Drawing its meaning in the sense of growing awareness among people, educational accessibilities, and the influence of globalization, the surge in the number of schools and teachers reached 35,601 and 325,619, respectively (Ministry of Education, Science and Technology [MOEST], 2018). This data reveals the growing trends of schools and teachers in terms of their numbers. However, the question of quality in education has remained an issue due to low school graduation (51.71% in class 11 and 49.08% in 12) in Nepal (MOEST, 2017) and the weak performance of school leaders (Bhattarai & Maharjan, 2016).

When it comes to education quality in Nepal, the very first connection the school stakeholders (i.e., teachers, parents, students, and community members) make is with students' educational achievements. However, it is related to the affirmative evaluation of teachers' own experience that is called their job satisfaction (Bauer & Silver, 2018; Benoliel & Bart, 2017; Nawarini, 2019). The job-satisfied teachers feel happy and motivated in their work (Zembylas & Papanastasiou, 2004). Therefore, job satisfaction is considered imperative (e.g., Coggburn et al., 2017; Timming, 2010) in an organizational context, and its predictive role to organizational citizenship behavior is highlighted. Here, organizational citizenship behavior is the discretionary behavior that is not only a part of employees' job description (Makvandi et al., 2018; Organ, 2015; Wu et al., 2018). However, it is also an extra-role behavior (Huang et al., 2019; Sawalha et al., 2019; Yusof et al., 2019), which induces them to perform additional work along with the pre-determined job requirements (Nadeem et al., 2019). In the school context, a teachers' contribution to the school and its organizational progress requires more than the

defined framework of their job (e.g., Organ & Ryan, 1995; Smith et al., 1983; Toropova et al., 2021). The contributions by a teacher for organizational progress can be fulfilled by job satisfaction and highly organizational citizenship behavior occupied teachers.

Similarly, the social exchange relationship (Cole et al., 2002) and social capital (Amintojjar et al., 2015) contribute to job satisfaction and organizational citizenship behavior of teachers. Here, social capital refers to the social bonding (Foote & Tang, 2008), positions, and networks of people that boost the access of opportunity, social status, monetary resources, and information of people (Paydar & Salehi, 2017). This social capital contributes to organizational citizenship behavior as persons display positive social activities such as helping behavior, compassion, fellowship, and companionship (Amintojjar et al., 2015). Moreover, the social capital, achieved through social interaction, is an elusive asset (Villena et al., 2011) for an organization.

Along with social capital, job satisfaction is acquired via social exchange. Social exchange is the dialectical relations between two parties (Domenico et al., 2009) as school and teachers. In the school setting, employees perform their work, and the school provides salaries, benefits, incentives, and appreciation (Ahmed et al., 2012), which enhances the social exchange behavior between school leaders and employees. When there is such cooperation, it results in increased satisfaction in the job (Cole et al., 2002) and enhances their organizational citizenship behavior.

Organizational citizenship behavior and job satisfaction are necessary for Nepalese schools, where a large proportion of teachers (43%) are not satisfied with their jobs (Kayastha & Kayastha, 2012). For Kayastha and Kayastha (2012), the main reason for the dissatisfaction is the low income among teachers compared to that of other professions. Khadka (2010) also found that the majority of institutional school teachers were dissatisfied with their present jobs not only due to their low salary but also due to pitiable incentives, benefits, and security. It further influences job retention (Torres, 2018; Huang et al., 2017) and classroom performance of teachers (Iqbal et al., 2016). Moreover, it becomes a cause of low educational achievement of students in schools (Khadka, 2018). For instance, the MOEST (2017) found that only 37.55% of total students achieved a "C and above" grade in the Secondary Education Examination (SEE) in Nepal. For several stakeholders, students remaining below the "C" grade show that schools are not performing well. There are many reasons for this low performance of schools, including low job satisfaction (e.g., Banerjee et al., 2017) and organizational citizenship behavior (Khalid et al., 2010) among school teachers.

The low job satisfaction and organizational citizenship behavior among teachers reduces the educational environment, which hampers quality education in a school setting. The paradox in our context is that despite the realization that job satisfaction and organizational citizenship behavior are crucial in the school setting, they are still massively neglected (Saraih et al., 2015). In this scenario, anyone would expect a thorough study of the school setting to derive what relationship exists between job satisfaction, organizational citizenship behavior, and educational environment. However, a review of literature allowed researchers to probe that studies of this type into school leadership are limited, particularly in Nepal. There are some studies (e.g., Chhetri, 2017; Gautam et al., 2005) that found a satisfactory extent of job satisfaction (Kayastha & Kayastha, 2012; Khadka, 2010; Mondal et al., 2011; Thadathil, 2015) in schools. Likewise, Chhetri (2017) explored the positive relationship between job satisfaction and organizational citizenship behavior in a setting other than schools. However, the relationship between job satisfaction and organizational citizenship behavior among Nepalese teachers remains unanswered. In this context, this paper examines and discusses the influence of job satisfaction in organizational citizenship behavior among the school teachers of the Dhading district of Nepal.

Variables of the Study

The researchers conceptualized job satisfaction as the independent variable, which enhances the dependent variables in organizational citizenship behavior. As the independent variable, several components form job satisfaction (e.g., Barusman & Mihdar, 2014; Shrestha, 2019). For this study, researchers incorporated only five: (1) Pay, Incentive, and Benefits (PIB), (2) work itself, (3) work environment, (4) supervision, and (5) recognition. Firstly, the PIB is the exchange relations in terms of providing economic capital by the school to encourage teachers instead of investing their efforts in the job. Secondly, work itself refers to the scenery of the job, which slots the job description, design, workload, autonomy, scope, attraction, and creativity. Thirdly, the working environment divulges favorable circumstances, which create feasible and excellent physical comfort (Parvin & Kabir, 2011) among teachers to perform their job. Fourthly, the supervision incorporates the managerial and leadership role of the boss in school, and it inspires employees to do their job with enjoyment and happiness. Finally, recognition increases the self-esteem of employees in the job by admiring and providing prestige (Sulentic et al., 2017) for excellent performances on the job.

Likewise, organizational citizenship behavior as a contingent variable is composed of five components: (1) helping behavior, (2) courtesy, (3) conscientiousness, (4) sportsmanship, and (5) civic virtue (Newland, 2012). Among them, helping behavior refers to the spontaneous manners of employees, like assisting and appreciating new employees (Cheung, 2018; Newland, 2012), and making them familiar with their newfangled work situation. Courtesy is the behavior of employees, which prevents problems associated with work. Similarly, conscientiousness carries the attitude for performing the job, which is beyond his/her duties (Belwalkar et al., 2018) and compliance with norms (Huang et al., 2017). Likewise, sportsmanship is the attitude related to the tolerance, forgiveness, and compromise capacity of employees. Finally, civic virtue incorporates those particular behaviors that demonstrate liable concerns for the goodwill and welfare of the organization by participating in school events (Bukhari et al., 2009; Viveten et al., 2006). In general, an alliance of these five components determines the organizational citizenship behavior among teachers (Figure 1).

Figure 1

Variables: JS and OCB and their Relationship

*Idea adopted from Barusman and Mihdar, 2014; Newland, 2012; Organ and Ryan, 1995
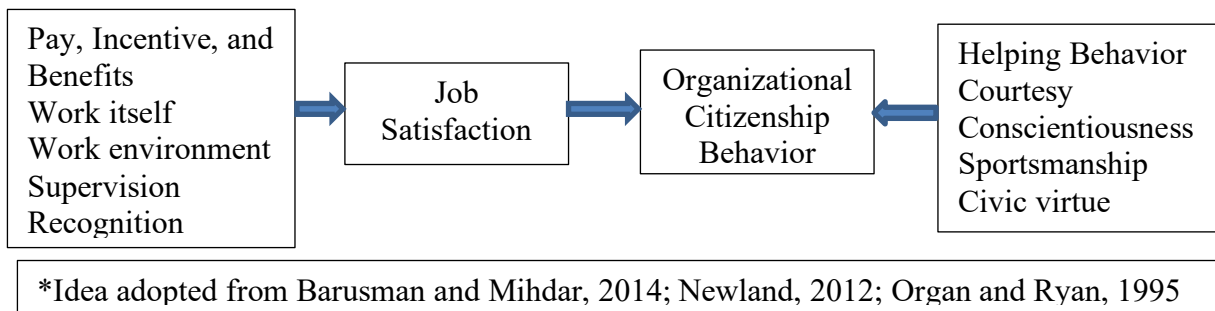
Relationship between Job Satisfaction and Organization Citizenship Behavior Empirical Evidence

Numerous scholars (e.g., Organ & Lingl, 1995; Rahman et al., 2014; Talachi et al., 2014) examined the relationship between job satisfaction and organizational citizenship behavior. These studies also concluded that there is a significant correlation between job satisfaction and the organizational citizenship behavior among employees (Koys, 2001; Organ & Lingl, 1995; Podsakoff et al., 1990; Rahman et al., 2014; Saxena et al., 2019; Talachi et al., 2014). Moreover, job satisfaction usually displays the positive sentimental state of employees. It means the more satisfied employees cultivate more pro-social and citizenry behavior. According to Saxena et al. (2019) and Wahjusaputri (2018), there is a contributory relationship of overall job satisfaction to organizational citizenship behaviors. For the authors, there should be an establishment of strong, positive, and consistent relationship between organizational citizenship behavior and job satisfaction, particularly for the promotion and supervision of the employees. Likewise, Smith et al. (1983) found that the "characteristics level of job satisfaction predicts organizational citizenship behavior" and "rendering satisfaction and citizenship behavior are correlated but functionally unrelated" (p. 654). Additionally, Wahjusaputri (2018) found that there is a positive relationship between job satisfaction and organizational citizenship behavior. This is even agreed by Hemakumara (2020), who states that job satisfaction is essential for the existence of organizational citizenship behavior (Hemakumara, 2020; Organ & Ryan, 1995). Thus, job satisfaction predicts organizational citizenship behavior. Accumulating the derivations made by the afore-reviewed studies, it can be stressed that job satisfaction predicts organizational citizenship behavior. Based on these shreds of evidence, the following hypothesis has been built by the researchers:

H1: Job satisfaction enhances organizational citizenship behavior among school teachers.

METHOD

Research Design

The researchers apply a post-positivist paradigm for advocating the single reality (Creswell, 2009) to confirming the relationship between job satisfaction and organizational citizenship behavior among school teachers. So, this research has been carried out adopting a cross-sectional survey design for collecting data at one point in time (Creswell, 2015) from the Dhading district as the study area of this research. Among 77 districts of Nepal, Dhading is a hilly district, spreading from

a lower hill of altitude 300 meters to the China border consisting of Pabil Mountain at 7,100 meters altitude (Pathak, 2019). Though the district has a very close connection to the capital of the Nepal, diverse topography has become the main barrier for the equal distribution of schools and their facilities to the entire district. On this basis, this study has also declared the unit of analysis as individual school teachers of the Dhading district.

Population, Sample, and Sampling Procedures

From a Dhading district school teacher population of $N = 2,487$ (MOEST, 2018), a sample of 345 teachers was obtained through Yamane (1967) approaches (e.g., Gwelo, 2019; Shrestha, 2019) at a 95% confidence limit. The reach this desired sample size ($n = 345$), the researchers employed cluster sampling by picking one municipality as one cluster from the entire Dhading district, which is politically divided into 13 municipalities (Election Commission Nepal [ECN], 2017). After this, researchers prepared the list of schools within that cluster based on the District Education Office (DEO, 2016). Then, the researchers randomly selected one school from the list by lottery methods and took all teachers at that school as a sample of this study. This process was continuously repeated in this study until the required numbers of in the sample size were reached.

Instrument and Data Collection

The researchers adopted a questionnaire of job satisfaction from Khadka (2010) and organizational citizenship behavior from Fox and Spector (2011). The researchers obtained consent from them to use the questionnaire. However, the questionnaires were modified and contextualized by consulting local teachers before they were executed. This instrument consisted of two sections: (a) the JS scale and (b) the OCB scale. The first section incorporated 26 questions related to the JS as pay, incentive, and benefits (5 items), work itself (6 items), working environment (7 items), supervision (3 items), and recognition (5 items). The second section encompassed the OCB and used 24 questions, including helping behavior (6 items), courtesy (6 items), conscientiousness (4 items), sportsmanship (5 items), and civic virtue (3 items). Then, the researchers piloted the questionnaire to 35 teachers, which was 10 percent of the sample size (Lackey & Wingate, 1998 as cited in Hertzog, 2008). For establishing the internal reliability, the researchers drew the Cronbach's alpha coefficient values as .892 and .885 of job satisfaction and organizational citizenship behavior scale. The obtained values were higher than .7, ensuring a high internal reliability of the scale (Santos, 1999; Taber, 2018). After confirming the final set of questionnaires, the researchers collected the primary data from the teachers.

Data Analysis Process

Researchers employed inferential statistics (e.g., Karl Pearson correlation and linear regression analysis) for analyzing and interpreting (e.g., Panayotova, 2020) the relation of job satisfaction and organizational citizenship behavior among the teachers.

RESULTS

Before preceding tto she correlation and regression coefficients, the researchers examined the assumption for correlation and regression statistics as follows.

Testing the Assumptions for Correlation and Regression Statistics

The statistical assumptions (e.g., normality of data, absence of multicollinearity, linearity, and absence of autocorrelation) were fundamental for computing the correlation and regression analysis (Shrestha & Dangol, 2020; Sreejech et al., 2014). So, these assumptions were established before performing correlation and regression analysis in this study.

Firstly, the normality was ensured by deriving the values of the skewness and kurtosis in this study. As a normal distribution, skewness and kurtosis remain within the +2 to -2 range (Garson, 2012). The statistically derived value of the skewness and kurtosis values of job satisfaction was $Zskew = -.43$, and $Zkurt = .21$, whereas the organizational citizenship behavior was $Zskew = -.94$, and $Zkurt = 1.64$ respectively. Likewise, all the derived values regarding indicators of job satisfaction ($Zskew$ [-.04 to -.98] and $Zkurt$ [-.54 to 0.35]) and organizational citizenship behavior ($Zskew$ [-.15 to -1.28] and $Zkurt$ [.16 to 1.68]) stand within the range of normal distribution (±1.96), it contributes to assuming that the data are in a normal distribution. So, it allows operating the correlation and regression analysis in this study.

Secondly, as multicollinearity assumes that the independent variables of the regression model correlate high with each other (Field, 2009), it is difficult to assess the influence of each independent variable on the dependent variable. So, in the study, the assumption is tested by the Tolerance and Variance Inflation Factor (VIF). Statistically, tolerance ($T = 1 – R^2$) has an inverse relationship with VIF ($= 1/T$). The tolerance value $T4.0$ indicates the absence of multicollinearity (Garson, 2012). The computed tolerance and VIF values among multicollinearity between job satisfaction and organizational citizenship behavior are in Table 1.

Table 1

Testing of Multicollinearity between JS and OCB

Model	Dependent Variables	Comparing Variables	Collinearity Statistics	
			Tolerance	VIF
1	Organizational Citizenship Behavior	Pay, incentive and benefit	.760	1.317
		Work itself	.643	1.556
		Work environment	.565	1.771
		Supervision	.698	1.432
		Recognition	.679	1.473
2	Job Satisfaction	Helping behavior	.677	1.478
		Conscientiousness	.689	1.452
		Sportsmanship	.930	1.076
		Courtesy	.642	1.558
		Civic virtue	.864	1.158
3	Organizational Citizenship Behavior	Job Satisfaction	1.00	1.00

Table 1 divulges that all obtained values of the tolerance and VIF were more than $T < .20$ and lesser than VIF > 4.0, respectively. Both of these tolerance and VIF values ensured that there was no multicollinearity between job satisfaction and organizational citizenship behavior, and it allowed researchers to perform the correlation and regression analysis in this study.

Thirdly, the assumed observation was to be independent, and it was necessary to make data free from autocorrelation. The absence of autocorrelation results in the valid significance tests and confidence intervals (Field, 2009) to employ operating regression analysis. There are several ways of testing the assumption of autocorrelation, and this study adopted Durbin–Watson's test, which reveals the value of 1.815 between job satisfaction and organizational citizenship behavior. The standard value of this test statistic ranges from 1.5 to 2.5 for independent observations (Garson, 2012). Consequently, the derived value from Durbin–Watson indicated that there is no autocorrelation, which means it allows testing of the regression analysis in this study.

Fourthly, researchers examined the assumption of linearity in this study. This assumption was tested by the graphical method, shown in the scatter plot of job satisfaction against organizational citizenship behavior (Figure 2) around the straight line. Figure 2 displays a scatter plot in linear form, which allows conducting regression analysis in this study.

Figure 2

Linearity relationship between JS with OCB
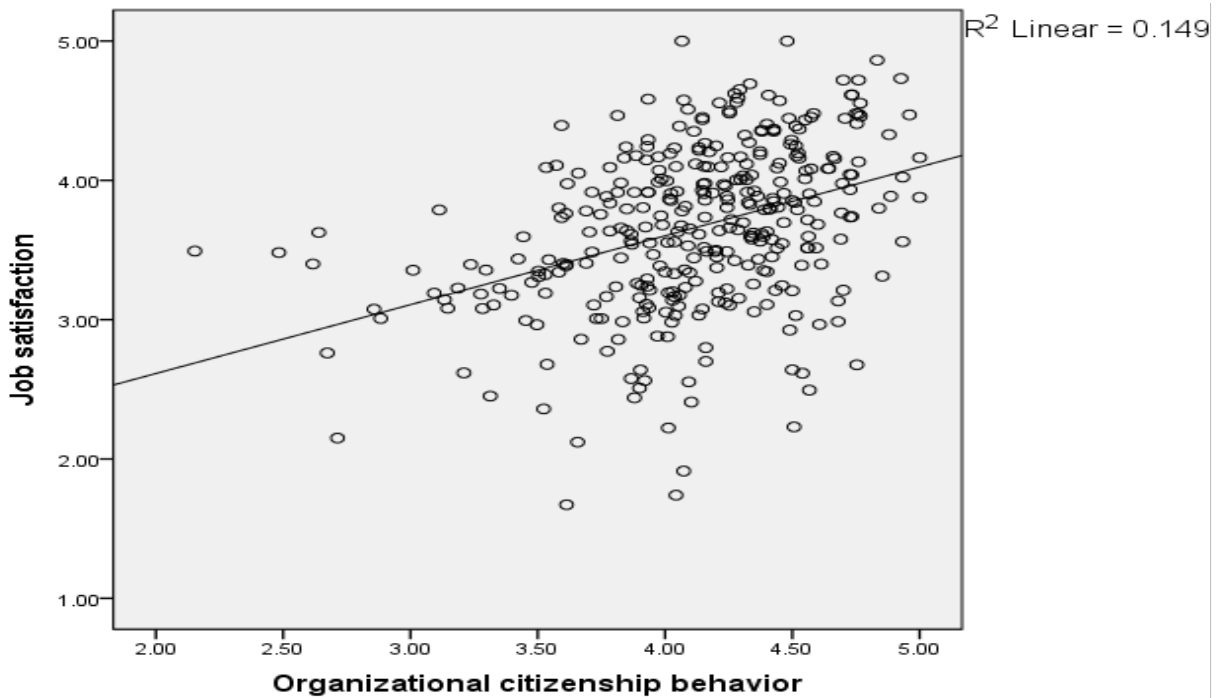
Results: Correlation Between Job Satisfaction and Organizational Citizenship Behavior

The researchers computed the Karl Pearson coefficient of correlation to observe the relation between job satisfaction and organizational citizenship behavior. From the computation of this Pearson correlation, the researchers derived the correlation (*r*) values and categorized them according to Singh (2007) in the following levels: negligible (0-.2), low (.2-.4), moderate (.4-.6), high (.6-.8) and very high (0.8-1.0), respectively.

The derived inferences from Table 2 reflect the high level of correlation between job satisfaction and all its components: PIB ($r = .68$, $p < .1$), work itself ($r = .70$, $p < .1$), work environment ($r = .76$, $p < .01$), supervision ($r = .76$, $p < .01$), and recognition ($r = .74$, $p < .01$) respectively. Additionally, it displays a moderate and low correlation among the components of job satisfaction. Among them, between work environment and work itself ($r = .556$, $p < .01$), supervision and work environment ($r = .477$, $p < .01$), recognition and work itself ($r = .403$, $p < .01$), recognition and work environment ($r = .472$, $p < .01$), and recognition and supervision ($r = .425$, $p < .01$) demonstrates a moderate correlation. Besides this, all remaining components possess significantly ($p < .01$) low correlation among each other. These statistical computations indicate that most of the components were moderately correlated, and the remaining components signify low correlations.

Concerning organizational citizenship behavior, the statistical test shows a high and moderate level of correlation between organizational citizenship behavior and its components. More specifically, the helping behavior ($r = .69$, $p < .01$), conscientiousness ($r = .73$, $p < .01$), and courtesy ($r = .72$, $p < .01$) were highly related to organizational citizenship behavior. However, organizational citizenship behavior is moderately associated with sportsmanship ($r = .53$, $p < .01$) and civic virtue ($r = .59$, $p < .01$) in this study. Likewise, there is a moderate correlation ($r = .486$, $p < 0.01$) between helping behavior and courtesy. The correlation between conscientiousness and helping behavior ($r = .476$, $p < .01$) and conscientiousness and courtesy ($r = .461$, $p < .01$) also indicated moderate correlation (e.g., Singh, 2007) at 0.01 significant level. Similarly, there is a slightly or negligible correlation between sportsmanship and courtesy ($r = .162$, $p < .01$) as well as between sportsmanship and civic virtue ($r = .126$, $p < .05$). The remaining components of organizational citizenship behavior demonstrated significantly ($p < .01$) the positive low correlation with each other. These inferences reveal that the correlation between components of organizational citizenship behavior was moderate or low and, thus, they are slightly correlated with each other.

Table 2

Correlation between JS and OCB

Constructs	1	2	3	4	5	6	7	8	9	10	11	12
1	1											
2	.36**	1										
3	.39**	.55**	1									
4	.34**	.39**	.47**	1								
5	.39**	.40**	.47**	.42**	1							
6	.68**	.70**	.76**	.76**	.74**	1						
7	.14**	.25**	.22**	.18**	.21**	.27**	1					
8	.15**	.33**	.30**	.23**	.24**	.33**	.47**	1				
9	.11*	.16**	.19**	.07	.07	.16**	.20**	.23**	1			
10	.14**	.28**	.30**	.14**	.13*	.26**	.48**	.46**	.16**	1		
11	.15**	.23**	.22**	.15**	.08	.22**	.21**	.21**	.12*	.36**	1	
12	.22**	.38**	.38**	.24**	.22**	.38**	.69**	.73**	.53**	.72**	.59**	1

Note. 1= pay, incentive and benefits, 2= work itself, 3= work environment, 4= supervision, 5= recognition, 6= job satisfaction, 7=helping behavior, 8= conscientiousness, 9= sportsmanship, 10= courtesy, 11= civic virtue, 12= organizational citizenship behavior
* Correlation is significant at the .05 level (2-tailed).
** Correlation is significant at the .01 level (2-tailed)

As signified in Table 2, the correlation between conscientiousness and work itself revealed significantly low ($r = .322$, $p < .01$), and these statistics show a positive relationship between them. All the components of organizational citizenship behavior had positive, yet negligible relations with PIB. In terms of work itself, work environment, and all components of organizational citizenship behavior except sportsmanship, the results indicated a positive low correlation among them. Besides this, the association between sportsmanship and work itself ($r =.160$, $p < .01$) as well as the environment ($r = .196$, $p < .01$) is significantly and positively negligible correlated. Particularly, supervision as the component of job satisfaction is significantly low correlated with all the components of organizational citizenship behavior except sportsmanship. Likewise, recognition is also significantly associated with all components of organizational citizenship behavior except for sportsmanship and civic virtue. Among these, the correlation between recognition and courtesy ($r = 1.38$, $p < .05$) was negligibly correlated but other correlations were significantly ($p < 0.1$) low.

All of these statistical derivations indicate that most of the components of job satisfaction and components of organizational citizenship behavior are significantly correlated with each other apart from a few components. Among those few components, there is no significant correlation between sportsmanship with supervision as well as recognition. Similarly, there is also no presence of a significant correlation between recognition and civic virtue.

Furthermore, Table 2 illustrates the results derived from computing the Pearson coefficient of correlation ($r = .38$), which shows that the correlation between job satisfaction and organizational citizenship behavior is low but positive. The derived p value (.00) from statistics is less than the alpha value (.01), and it reveals that the result is significant ($p < .01$).

Results of the Test: Influences of Job Satisfaction in Organizational Citizenship Behavior

The researchers used regression analysis to measure the influences of job satisfaction on organizational citizenship behavior. In this regression model, organizational citizenship behavior was taken as a dependent variable, while job

satisfaction was considered an independent variable. Since these variables were measured on an interval scale, the regression model was allowed for analyzing the data. Considering the data distribution as normal and adopted the regression model ($y = a + bx$) (e.g., Kerlinger, 2011).

Table 3

Regression Analysis between JS and OCB

Model	UC		SC	T	Sig.	R	R^2	R^2_{adj}	ANOVA	
	B	SE	**Beta**						F	Sig.
(Constant)	3.02	.14		20.95	.00					
			.38			.385	.149	.146	59.85	.00
Job satisfaction	.301	.04		7.73	.00					

Note. Dependent Variable = organizational citizenship behavior.
[a]UC = Unstandardized Coefficients
[b]SC = Standardized Coefficients
*Correlation is significant at the .01 level (2-tailed)

In this model, y is considered a dependent variable and x as an independent variable. Similarly, a and b are defined as constant and regression coefficients. As the first output, the model summary derived the value of R (.385), and it depicts a low correlation between organizational citizenship behavior and job satisfaction. In addition, obtained adjusted R^2 (.146 x 100 = 14.6%) shows that the model fairly fits the data. The adjusted R^2 states that job satisfaction determines a 14.6% variance of organizational citizenship behavior. Further, researchers derived the ANOVA table as part of this regression analysis. It shows that there exists a significant association between two variables: job satisfaction and organizational citizenship behavior as p (0.00) < 0.05 (5% level of significance). In other words, it means the overall model is significant to predict the outcome as the organizational citizenship behavior.

From the table of coefficient, the regression model ($y = 3.02 + .301x$) can be written as *organizational citizenship behavior = 3.02 + .301 job satisfaction*. This statistical result shows that a 1-unit change in job satisfaction brings .301 units to change in organizational citizenship behavior among school teachers. It means that job satisfaction constitutes 30.1% of changes in organizational citizenship behavior (e.g., Carver & Nash, 2012). Thus. job satisfaction is a significant predictor of organizational citizenship behavior ($p < .05$), and it indicates that good job satisfaction positively enhances the organizational citizenship behavior of the school teachers.

DISCUSSION

This study concluded that most of the dimensions of job satisfaction moderately correlated with each other. These results were similar to Kayastha and Kayastha (2012), where they found a moderate correlation between supervision-work, supervision-pay, promotion-work, promotion-pay, and promotion-supervision. Besides this, they found a low correlation between pay and work in their studies. These correlation scores reflected that there were positive correlations among the entire dimensions of job satisfaction. All the derived correlations were moderate correlations except pay and work. Additionally, Iqbal et al. (2016) obtained positive but low correlations among all components of job satisfaction except for the correlation between supervision and pay, which was a negligible correlation.

All of these studies (Iqbal et al., 2016; Kayastha & Kayastha, 2012) advocate similar types of results in which most of the correlations between the components of job satisfaction are positive, but low and moderate. All these components of job satisfaction are unique, but to some extent, they are also similar to each other, which jointly contributed to determining job satisfaction among school teachers. Thus, these components were found to be positively correlated with each other, but statistically, most of the correlations were low. Additionally, this study also obtained a moderate, low, and slightly positive correlation among the components of organizational citizenship behavior. Overall, the degree of correlation between the components appeared to be low, but they were significant. The results contradict the study carried out by Taghinezhad et al. (2015). The researchers found that the correlation between altruism-sportsmanship and conscientiousness-civic virtue was not significant. Likewise, this study also found a moderate and high degree of correlation between organizational citizenship behavior and its components.

There is a significant correlation with the low and negligible degree of association between components of job satisfaction and organizational citizenship behavior. However, there is no significant correlation between sportsmanship-supervision, sportsmanship-recognition, and civic virtue-recognition. Overall, the correlation between job satisfaction and organizational citizenship behavior was positive. Taking the correlation into account, the result obtained from this study is near to the Ikonne (2013), Murphy et al. (2002), and Saxena et al. (2019), which shows that there was a significantly positive relationship between job satisfaction and organizational citizenship behavior.

Job satisfaction and organizational citizenship behavior are attitudes and behaviors of teachers. On one hand, social exchange relations construct attitudes (job satisfaction) (Cole et al., 2002) between teachers and school. On the other hand, the joint venture of attitude and social capital shapes the action (behavior) as organizational citizenship behavior (Nawarini, 2019). Both job satisfaction and organizational citizenship behavior are derived from the extensive assortment of citizenship gesticulation modeled by the behavioral measures (Haque et al., 2019), and it strongly signifies its relationship with each other. Newland (2012) claims, "The persons who are positively satisfied with their job are more likely to report a positive mood and more organizational citizenship behavior intentions" (p. 4). A person with a more positive mood desires to perform more positive organizational citizenship behavior, which increases job satisfaction and leads to high levels of organizational citizenship behavior. Likewise, Organ (2015) found that "non-required contributions" (p. 1) increase job satisfaction, and it is associated with organizational citizenship behavior. Thus, there is a significantly positive correlation between job satisfaction and organizational citizenship behavior among school teachers.

Job satisfaction accounts for a significant portion of organizational citizenship behavior among school teachers. These results were supported by Arif and Chohan (2012), who explored that organizational citizenship behavior and job satisfaction moderately correlated with each other. According to them, job satisfaction elucidated one-third of organizational citizenship behavior (Arif & Chohan, 2012). In addition to this, Belwalkar et al. (2018) stated that job satisfaction positively increased organizational citizenship behavior. Consequently, these inferences and derived statistics show that job satisfaction positively enhances organizational citizenship behavior among school teachers.

The organizational citizenship behavior is related to extra effort and attachment behaviors (Choudhary et al., 2017; Uzun, 2018) towards the school, while job satisfaction is regarding the attitude (Appelbaum et al., 2004) or sentiment of satisfaction towards the job (Arif & Chohan, 2012; Itiola et al., 2014; Newland, 2012). If the teachers have positive attitudes towards their job (satisfaction), it motivates (Shivakumar & Arun, 2019) them to perform in highly cooperative and extra endeavors in school (organizational citizenship behavior). As a result, it contributes extra effort and conveys more energy to the school. These activities improve the enjoyment and feelings of pride in their work (Lee et al., 2013). Thus, job satisfaction brought changes in organizational citizenship behavior among school teachers. Researchers could establish that the teachers with a high level of job satisfaction reinforce high organizational citizenship behavior.

Furthermore, organizational citizenship behavior is action, while job satisfaction is the job attitude of employees (Prasetio et al., 2017), and they are associated with each other. Job satisfaction and organizational citizenship behavior (e.g., Pohl & Paillé, 2011), along with their positive relationship, enhance organizational commitment (Foote & Tang, 2008; Indarti et al., 2017), job performances (e.g., Cun, 2012), and organizational effectiveness (DiPaola & Neves, 2009; Newland, 2012; Sawalha et al., 2019). It is equally applicable in the context of school teachers. Thus, the positive relationship between job satisfaction and organizational citizenship behavior (e.g., Griffith, 2004) among the teachers promotes educational achievement in the school.

CONCLUSION

Job satisfaction positively influences organizational citizenship behavior and contributes to cultivate good working habits among school teachers. Furthermore, both inspire school teachers to have high commitment, productivity, and effectiveness in their job. Job satisfaction is the attitude formed by the exchange relations towards the job, whereas organizational citizenship behavior is the positive behavior determined by existing capital among school teachers. These are both jobs related organizational behaviors where the attitude (job satisfaction) constructs the action (organizational citizenship behavior). So, they are positively associated with each other, and job satisfaction enhances organizational citizenship behavior. This positive relationship enables staff to perform effectively. Therefore, high job satisfaction and organizational citizenship behavior collaboratively contribute to organizational commitment, job performances, and organizational effectiveness for better educational achievement in the educational setting.

Implications

The Organ perspective of organizational citizenship behavior established that there is a relationship between several factors of job satisfaction and organizational citizenship behavior (Smith et al., 1983). In these premises, this study also confirms that job satisfaction enhances organizational citizenship behavior among school teachers in the context of Nepal. However, there is a necessity of exploring how the dimensions of job satisfaction contribute to organizational citizenship behavior concerning school teachers in academia. So the outcomes of this study can be used as literature for a forthcoming researcher from similar areas of this research, especially for addressing new issues such as understanding what creates the relationship between job satisfaction and organizational citizenship behavior.

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