Organizational Citizenship Behavior among Teachers of Nepal: Did Locale Contribute it's in School Settings?

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Abstract: The locale promotes the Organizational Citizenship Behavior (OCB) among the school teachers. The OCB is the crucial factor to enhance the effective leadership in schools. Thus, locale are related with OCB among teachers. This study aims to assess the level of OCB and examine the influences of locale in OCB among school teachers. It incorporated a post-positivist paradigm with cross-sectional survey design. The information was obtained from a cluster consisting 345 respondents by using survey questionnaire. More specifically, the data were analyzed with descriptive statistics and 't' test. In the meantime, social capital theory was used to discuss the findings. Moreover, the locale of school teachers contributes to determine the high level of OCB whereas the urban locale teachers exhibit more citizenship behavior in school. This high level of OCB furnished teachers contribute to exhibit high job performance, commitment, and effectiveness in their schools.

Keywords: Organizational citizenship behavior, Social capital theory, Locale, Job performance, Teachers.

Introduction

The Organizational Citizenship Behavior (OCB) is the crucial issue in the arena of the educational leadership for increasing academic performance of school teachers. Regardless of its vigor in academic performance, the OCB is not given much priority in practices of school

management. However, the high academic performances among school teachers are enormously related with the organizational success (Yamoah, 2013). The organizational success might only be achieved through ensuring the OCB among the school teachers. The OCB is the surplus role behavior (Bukhari, Ali, Shahzad, & Bashir, 2009; Moorman, Brower, & Grover, 2018; Organ, 2018; Williams & Anderson, 1991) of school teachers. It is associated with the employee's voluntary involvement (Moorhead & Griffin, 2012; Ozdem, 2012) in different tasks of a school. The school teachers are engaged in the work without any coercion and expectation of payments from the school. Thus the teachers with high OCB show the high performance in their works. Thus, highly OCB loaded teachers are essential for every schools to assuring its organizational wellbeing (Sesen, Soran, & Caymaz, 2014), effectiveness, academic achievements, and organizational change. In line of these contributions, the study of OCB in school settings is equally crucial in entire globe even in developing countries like Nepal.

There are few studies (e.g. Chhetri, 2017; Gautam et al., 2005; Subedi, 2010) done in the field of OCB in the context of Nepal. Among these studies, Gautam et al. (2005) found positive relationship between OCB and organizational commitment within the socio-cultural context of Nepal. In addition, Chhetri (2017) elucidated that the OCB is significantly associated with employee's engagement and their job satisfactions. However, these both studies represent the employees of private commercial institutions rather than related to the teachers of schools. Beyond these researches, Subedi (2010) is concentrated in the educational settings and it identified the positive perspectives towards the components of OCB. Nevertheless, this study is also not associated with school teachers. Thus, the researcher did not found any literatures which explored the influences of locale on OCB among school teachers of Nepal. Contrary to it, in global scenario there is some literatures which claim the positive relationship between OCB and locale (Muniandy, 2015; Semela, 2005) among school teachers.

In addition, the OCB is bonding with the social capital among teachers. The social capital is associated with the individual's social position and societal power dynamics (Bourdieu & Wacquant, 1992). It acts the influential role to determining OCB (Amintojjar, Shekari, & Zabihi, 2015) among school teachers. However, the social capital is determined by the social rituals, cultures, livelihood, facilities, technological advancement, value systems, and practices. The

characteristics of these entire factors were more or less different in relation to the social capital among teachers. For instance, the social capital within school teachers is refers as their locale. Thus, variations in locale differs their social capital. These vary in social capital influences the OCB and its dimensions among teachers.

The OCB is identified as that burning issue which is related with the school effectiveness and performances.   Moreover, the satisfactory level of OCB is extremely needed for the organizational success in school. Despite it, the school management puts the OCB in a low priority zone. Consequently there is clearly seen a low academic performances in Nepali schools. For instance, the majority of school students are not able to acquire the A and B grade in the Secondary Education Examination (SEE) in Nepal (Ministry of Education, Science and Technology [MOEST], 2017). Nonetheless, there are many reasons of these stumpy school performances. The low OCB among employees is one of the pertaining reasons of exhibiting low performance (Khalid, Jusoff, Othman, Ismail, & Rahman, 2010) in the schools. Similarly, the low level of OCB in teachers also reduces the educational quality of the school. Thus, it is a smoldering concern which is instantly needed to study in the field of educational leadership.

In the context of the OCB, the scholars found merely a few literatures which were associated to the locale (e.g. Wicks, 1996) of teachers. Nevertheless, the researchers yet has not found any researches which are about OCB in relation to locale of teachers in Nepal. Similarly, the influences of social capital in OCB across the locale among teachers are also still not investigated yet. Subsequently, it needs rigorous study about OCB regarding locale of teachers. For these reasons, this study aims to assess the extent of influences in OCB by locale among the school teachers. In relation to it, this research has set the research questions to deal with the problem through this study as: In what extent does the locale enhance OCB among school teachers?

Theoretical foundation
Organizational Citizenship Behavior

The OCB is theorized by Bateman and Organ (1983) proposing the perspective of OCB as an extra effort related to that behavior of employees which operates after or before the scheduled duties. This extra role behavior is also defined as the discretionary behaviors which are not stated as a mandatory requirement in the job description; it is neither supposed to be the part of the

employee's job contract with the organization. More specifically, this disposition is known as the Organ's theory and it further determines the indicators of the OCB as helping behavior, courtesy, conscientiousness, sportsmanship, and civic virtue (Newland, 2012). Thus, this theory determines the indicators of OCB for this study.

Dimensions of Organizational Citizenship Behavior

The OCB is sort down in five components. The first component is refers as the *helping behavior* and it is the employee impulsive act to orient new coworkers, appreciation about their job performance, and conflict management in the organization (Newland, 2012). As a second factor, *courtesy* means that behavior of school teachers which is associated with encouraging other teachers to do their work best as well as preventing them from work related problems (Ehtiyar, Alan, & Omuris, 2010; Nuesca & Balacy, 2019). Likewise, the *conscientiousness* is termed as third component and it refers "compliance" behavior (Ang, Ng, & Goh, 2004) which means employee can goes beyond the basic rules of the jobs for betterment of the organization (Muhammad, 2012). Similarly, Ang et al. (2004) listed *sportsmanship* as the fourth element and known as the behaviors which display willingness to refrains the personal obligations and inconveniences. As a final factor, *civic virtue* refers to the particular behavior that displays productive participation of the employees in the organizational issues. Overall, these five dimensions: helping behavior, courtesy, sportsmanship, conscientiousness and civic virtue collectively determines the OCB.

Organizational Citizenship Behavior and Locale

The OCB of school teachers are influenced via the locale (Semela, 2005) among teachers. The locale is the geographical place which helps to identify the living places of the people as either urban or rural inhabitants. In addition, the locale is the physical, infrastructural and developmental features of the living area of people which is differentiated in rural and urban place. So, the locale is not always remains intact in all regions due to continuous development in infrastructures and technology in human settlement. These differ in locale rises dissimilarity in teacher's attitudes, behaviors and cognitions towards their job.

In addition, there are inadequate numbers of previous studies which investigate the influences of locale in OCB in the school (Muniandy, 2015; Semela, 2005). These scholars mention that the dissimilarity in urban and rural locale makes differences in the OCB among school teachers. So it

assumed that the urban locale consist more OCB than the rural inhabitant teachers (Semela, 2005). In addition, Muniandy (2016) divulges that the urban teachers have got more facilities and opportunities in the job than rural locale teachers. Thus it makes urban teachers to exhibit high OCB than other locale teachers. Therefore, it was hypothesized that:

H_1: OCB is varying across the locale of school teachers.

Social Capital Theory

Social capital theory is basically related to the power dynamics of society and its social positioning of the school teachers. This theory is also known as Bourdieu Capital theory and it takes society as the group of social relationship (Bourdieu & Wacquant, 1992). Taking it into accounts, the social capital involves the provision of membership in a group where its volume depends upon the size of the network of connections (Waterfield, 2015). It is connected to the ownership of a strong network (Bourdieu, 1986) and contributes in setting of agents and their locations of social positions which are known as field. In line of Gaventa (2003), the field is types of school as institutions and social ground of agents (teachers) as their locale where they convey and replicate their character. In addition, the locale as field is the approach of explaining that network or relationship which is anchored within various sorts of capital (Waterfield, 2015). Thus, the field provides a ground to an agent for interaction. This interaction is in hierarchical order and is mostly influenced by the locale. Furthermore, the social capital and field determines the habitus which to the values, life styles, expectations and outlook of particular society. The each social group of teachers has different experience and learning about the life; so the habitus also varies depending upon their experiences. It is influenced by a cognitive scheme and is symbolized of the external social structures (Waterfield, 2015). Thus, the habitus is a demonstrated attitude or dispositions of the individual which is influenced by the social structure.

On the whole, the social capital theory is adopted to view the OCB of the school teachers across their locale. The Bourdieu's theory of social capital helped this study for making wider horizon to discuss the data in relation to the OCB of the teachers under this study.

Theoretical Framework

The theoretical framework is developed based on the above stated theoretical foundation. In this context, the Organ's theory determines the two major dimensions as individual and organizational level (Williams & Anderson, 1991; Sesen, Soran, & Caymaz, 2014) of OCB. Altogether, both individual and organizational levels encompass the five indicators (helping behavior, courtesy, conscientiousness, sportsmanship, and civic virtue) respectively (Newland, 2012) and they together identify the OCB. Nonetheless, the OCB is portrayed as dependent variable which is influenced by independent variables like locale of teachers. Furthermore, the social capital theory (Bourdieu, 1986) is employed to explaining the relationship between OCB and locale among teachers. Thus, this study designed the theoretical framework as in Figure 1.
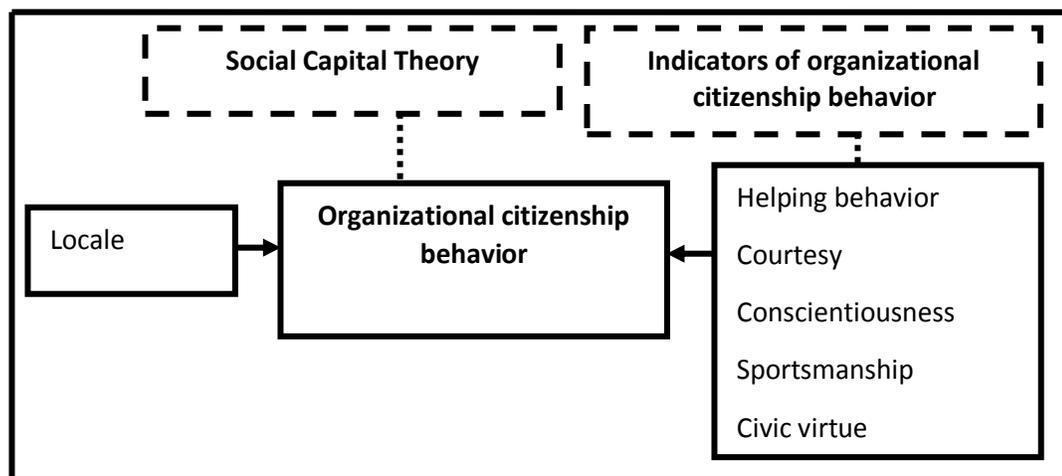

Fig 1. Theoretical Framework (Source: Idea modified from Bourdieu, 1986; Newland, 2012)

Methods

Research Design

This research is based on post-positivist philosophy and it advocates the single truth (Creswell, 2009) of whether the locale influences the OCB of school teachers or not. In addition, the cross-sectional survey design was employed as the research design to examining the OCB across locale among school teachers. Moreover, under the cross-sectional survey design, the "group comparisons" was considered to compare the locale (urban and rural) in this research.

Population and Sampling

Likewise, the researcher identified the entire school teachers (N = 2487) of Dhading district (District Education Office [DEO], 2016) as the research population and each school teacher as the unit of analysis in this research. After this, the researcher derived the sample size (n = 345) by using Yamane (1967) formula at 0.05 significant level (95 percent confidence limit) from employing cluster sampling (e.g. Gwelo, 2019; Shrestha, 2019; Yusuf, Amzat, & Saidin, 2019). While employing the cluster sampling, this study categorized the entire Dhading district in 13 local bodies in line of Nepal government (Ministry of Federal Affairs and General Administration [MOFAGA], 2017) and selected one of those cluster via lottery methods. Then, one by one teachers from the selected cluster were continually picked as the sample until the required numbers was not taken.

Instrumentation

This research used the questionnaire related with OCB of Fox and Spector (1994) by taking their consent. Before using the questionnaire, this study modified and contextualized the tool in local context by discussing with experts, educationalists and local teachers. Finally, the modified instrument consisted the 24 numbers of questions organized in five components; helping behavior (6), courtesy (6), conscientiousness (4), sportsmanship (5), and civic virtue (3) respectively.

Reliability and Validity of the Instrument

This study used the internal consistency for establishing the reliability, and criteria of content and construct for ensuring the validity respectively. Firstly, the reliability of the instrument was established in the line of Bolarinwa (2016) by deriving the Cronbach's alpha values from the pilot testing. In piloting, this study took the 35 numbers of teachers as the sample respondent in line of Hertzog (2008) and derived Cronbach's alpha in table 1.

Table 1. *Cronbach's alpha of Organizational citizenship behavior and its Indicators*

Indicators	N of Items	Cronbach's Alpha
Helping Behavior	6	.755
Courtesy	6	.774
Conscientiousness	4	.730
Sportsmanship	5	.769

Civic virtue	3	.733
Organizational Citizenship Behavior	24	.885

The derived Cronbach's alpha coefficient value of the instrument and it's all indicators was higher than 0.7 which establishes the high internal reliability of the instrument (e.g. Omar, Zulazmi, & Ladin, 2019; Santos, 1999) of this research.

Secondly, the validity of this study and instrument was established by ensuring the standard of content and construct validity. For ensuring the content validity, the instrument was modified and contextualized based on the values (e.g. Mohajan, 2017) obtained while consulting with subject expert and school teachers. Similarly, it also incorporated the all components of OCB in the questionnaire regarded to the Organ theory (Newland, 2012) which finally helped to ensure the content validity.

Likewise, the maintaining of the connectivity between theoretical construct and instruments (Babbie, 2011) in association to the OCB contributed to assure the construct validity. Taking these into consideration, the instrument of OCB was allied with the Organ theory. This theory guided the construction of questionnaire which incorporated the five components as the variable of OCB (Newland, 2012). Likewise, this study established the high internal consistency between the questions within the instrument by obtaining high Cronbach's alpha coefficient values from the pilot testing which eventually ensured the construct validity (Schutt, 2014). The maintenance of these two criteria of validity contributed to ensure the validity of the instruments associated with this study.

Data Collection Procedures

After finalizing the instrument, the data collection process was started by meeting with the head-teachers and teachers. In the meeting, their consent was taken for collecting the data with giving them introduction about the study purpose. In addition, the questionnaire was distributed among them and requested to fill the questionnaire with providing clear instructions about responding each questions. Then they took average 20 minutes for responding the questionnaires and finally the completed questionnaire was collected.

Data Analysis Process

After collecting data, researcher employed both descriptive and inferential statistics for analyzing purposes. In first hand, as the part of descriptive statistics, the researcher categorized the level of OCB via Best (1977) procedure as follows:

$$\frac{Higher\ score - Lower\ score}{Number\ of\ Levels} = \frac{5-1}{3} = \frac{4}{3} = 1.33$$

From this procedure, the obtained mean score of OCB was categorize in three levels; High (3.67-5.00), Moderate (2.34-3.66), and Low (1.00-2.33) and expressed by using frequency, percentage, mean and standard deviation. In other hand, researcher employed independent *t-* test for examining the significant effects of locale in OCB among school teachers. For this purpose, researcher also ensured the normal distribution, randomize sampling, interval level of measurement, and population of equal variances (e.g. Hecke, 2010) like statistical assumptions of parametric test to perform *t*-test in this study.

Results

Locale of School Teachers

The collected data reveals that the rural school teachers (N = 172, % = 62.03) were majority in numbers than urban (N = 93, % = 37.97). This statistics is analogous to the national data where inhabitant of rural areas account 60 percent of total populations of Nepal (CBS, 2014). So, it can be predicted that the majority of respondents were belongs from rural parts due to the demographic features of Nepal.

Level of Organizational Citizenship Behavior among School Teachers

This section primarily focused on exploring the level of OCB and it was determined collectively through the helping behavior, conscientiousness, courtesy, sportsmanship and civic virtue respectively. Primarily the analysis was based on the frequencies, percentage, mean and Standard Deviation (SD). Its result is presented in Table 2 and 3.

Table 2. *OCB among School Teachers*

Dimensions	Mean	SD	Level of OCB
Helping behavior	4.24	0.62	High

Courtesy	4.38	0.59	High
Sportsmanship	3.59	0.72	Moderate
Civic virtue	4.13	0.76	High
Conscientiousness	4.24	0.79	High
OCB	4.12	0.45	High

For identifying the OCB, the researcher categorized the mean score in three levels of OCB: High, Moderate and Low. These levels of OCB were calculated mainly based on the teachers' mean score of 1-2.33, 2.34-3.66 and 3.67-5.0 respectively. The expression of collected data in Table 2 indicates that the school teachers have the High and Moderate level of OCB among all its components. The school teachers reveal the high OCB (Mean = 4.12, SD = 0.45) among them. Among these five components of OCB, courtesy consists of the highest mean score (= 4.38) which refers to high OCB. The high level of courtesy reflects that the school teachers consider mainly those behaviors that help them solving the work related problems in the school. Table 2 also corroborates that the helping behavior (Mean = 4.24 and SD = 0.62) and conscientiousness (Mean = 4.24 and SD = 0.79) also possess the high level of OCB.

The high level of helping behavior as well as conscientiousness ensures that the teachers help each other's and they obey and dedicate the rules while executing their work in school. Besides these, sportsmanship consists of 3.59 mean score and this score indicates the moderate level of OCB among teachers. It further assists in making meaning that the school teachers have medium level of tolerating negative activities as well as disputing on it. In spite of this, the level of sportsmanship among school teachers was comparatively lower than other dimensions of OCB.

Table 3. *Frequencies of OCB*

OCB Levels		HB	CONS	SMSP	Courtesy	CV	OCB
High	N	277	277	147	297	248	296
	%	80.3	80.3	42.6	86.1	71.9	85.8
Moderate	N	66	53	183	44	84	48
	%	19.1	15.4	53.0	12.8	24.3	13.9
Low	N	2	15	15	4	13	1

	%	0.6	4.3	4.3	1.2	3.8	0.3
Total	N	345	345	345	345	345	345
	%	100	100	100	100	100	100

* HB = Helping Behavior, CONS = Conscientiousness, SMSP = Sportsmanship, CV = Civic Virtue, OCB = Organizational Citizenship Behavior

Table 3 revealed the frequencies of OCB among school teachers. The majority of the respondents pose high level of OCB in the schools. The OCB is the sum of the mean score of five dimensions (helping behavior, conscientiousness, courtesy, sportsmanship and civic virtue) in this study. The majority of the respondents had high OCB in all dimensions except sportsmanship. In the context of sportsmanship many respondents (N = 183, % = 53) consist medium pace of OCB. Overall, the majority of teachers (N = 296, % = 85.8) belong to high OCB. The very few teachers' gave their responses as they have consisted low OCB in relation to the entire components of OCB.

Testing the Assumptions for t-Test

The researcher ensured the first assumption of parametric test as the normality test by operating the kurtosis and skewness (e.g. Garson, 2012) in table 4.

Table 4. *Normality test across the Skewness and Kurtosis of Organizational citizenship behavior*

Indicators	**N**	**Skewness**	**Kurtosis**
	Statistic	**Statistic**	**Statistic**
Helping behavior	345	-1.01	1.19
Conscientiousness	345	-1.15	.89
Sportsmanship	345	-.15	.16
Courtesy	345	-1.28	1.68
Civic virtue	345	-1.06	1.28
Organizational citizenship behavior	345	-.94	1.64

The researcher derived the value of Skewness (-.15 to -1.28) and Kurtosis (.16 to 1.68) in between -2 and +2. So the result of Skewness and Kurtosis lied between the parameter (e.g. Garson, 2012) and referred that data is distributed normally. In relation to the second assumption, the researcher ensured the randomization by adopting cluster sampling. As the third assumption, this research employed the interval scale consisting five responses in every likert items. Finally, the

researcher operated the Levene's equal variance test of OCB across locale among school teachers (table 5).

Table 5. *Levene's Equal Variance Test Result of Organizational citizenship behavior*

Attributes	Construct	Levene's Equal Variance Test			
		Statistics	DF_1	Df_2	Sig.
Locale	Organizational citizenship behavior	.39	1	343	.52
	Helping behavior	.193	1	343	.66
	Courtesy	1.177	1	343	.28
	Sportsmanship	1.489	1	343	.22
	Conscientiousness	.668	1	343	.41
	Civic virtue	.349	1	343	.42

The researcher derived that all the *p* value is more than 0.05 which means all the constructs ensured the homogeneity of variances associated with OCB (e.g. Subedi, 2017). Thus, ensuring of these four assumptions collectively allowed the researcher to perform *t*-test in this study.

Organizational Citizenship Behavior and Locale of School Teachers

The locale of the teacher respondent was determined by obtaining the mean score and standard deviation from collected data. Their locale was further categorized in two groups: urban and rural. This section explored the probable relationship between the locale and OCB among the school teachers by testing pre-determined hypothesis. The hypothesis testing was done by calculating the '*t*' score and '*p*' value through the independent t test. In addition, *t*- test was also used to derive weather there is significant difference between the dimension of OCB (helping behavior, conscientiousness, sportsmanship, courtesy and civic virtue) across the locale of the respondents. The statistical inferences were organized in two parts. Firstly, it derived the mean and standard deviation of OCB, and its components. Secondly it derived *t* and *p* value from the Levene's test for equality of variances. The statistical expression is in Table 6.

Table 6. O*rganizational citizenship behavior among School Teachers' across Locale*

Indicators	Locale	N	Mean	SD	t value	P value Sig. (2-tailed)
Helping behavior	Urban	131	4.34	.61	2.48	.01
	Rural	214	4.17	.61		
Conscientiousness	Urban	131	4.35	.77	2.12	.03
	Rural	214	4.17	.78		
Sportsmanship	Urban	131	3.60	.74	.16	.86
	Rural	214	3.58	.70		
Courtesy	Urban	131	4.42	.54	.90	.36
	Rural	214	4.36	.62		
Civic virtue	Urban	131	4.16	.72	.60	.54
	Rural	214	4.11	.77		
Organizational citizenship behavior	Urban	131	4.17	.43	1.9	.05
	Rural	214	4.08	.46		

Among the dimensions of OCB, the conscientiousness consists of higher differences between urban (Mean = 4.35, SD = .77) and rural (Mean = 4.17, SD = .78) teachers. The helping behavior of school teachers also shows differences between urban (Mean =4.34, SD = .61) and rural (Mean = 4.17, SD = .61) teachers. It shows that the urban teachers possess higher conscientiousness as well as higher helping behavior than the rural teachers. In addition, the Levene's test for equality of variances supports the differences of mean scores between urban and rural teachers in relation to conscientiousness and helping behavior respectively. The derived *t* score and *p* value of conscientiousness ($t = 2.12$, $p =0.03$) and helping behavior ($t = 2.48$, $p =0.01$). This result indicates that the null hypothesis is not retained which means there are significant differences in conscientiousness as well as in helping behavior across the locale of the school teachers. It further makes sense that the locale of the teachers can make differences in the status of conscientiousness and helping behavior among the school teachers. But besides these two components of OCB, the other components do not consist of the vast differences among there mean score in between urban

and rural teachers and Levene's test for equality of variances also signifies that there is no probable effects of locale of the teachers in their sportsmanship ($t = .16$, $p = .86$), courtesy ($t = .90$, $p = .36$) and civic virtue ($t = .60$, $p = .54$).

Overall, there is significant differences ($t = 1.9$, $p = 0.05$) between OCB and locale of the teachers. It shows that the level of OCB does not remain similar among the rural teachers (Mean = 4. 08, SD = .46) and urban teachers (Mean = 4.17, SD = .43). These statistical scores depict that the urban teachers have higher OCB than rural teachers. Thus, the locale of the teachers influences the level of OCB and its dimensions (helping behavior and conscientiousness).

Discussions

High Level of Organizational Citizenship Behavior among School Teachers

The findings of this research divulge that the school teachers posed the high level of OCB. It reflects that the school teachers consist of high level of helping behavior, high courtesy, moderate sportsmanship, high civic virtue and high conscientiousness. The high level of OCB and its dimensions among teachers refers to the high productivity, work effectiveness and competitive edge in the school (Ali & Waqar, 2013). The results of this research carried the similar findings like Terzi (2015) and author expressed that there is high level of helpfulness, virtuousness, conscientiousness and sportsmanship all school teachers.

The high level of helpful behavior shows that the school teachers help other teachers for completing their tasks under unusual situations and also high civic virtue represents the supporting behavior for the administrative work of the school (Garg & Rastogi, 2006). High conscientiousness among school teachers reflected the effective uses of working time and being dutiful to particular rules of the school (Kilinc, 2014). In addition, the high courtesy reveals that the school teachers shows the proactive signals that believe in consulting with other teachers before making decision (Garg & Rastogi, 2006) and building effectual way of communication among them. Besides this, the moderate level of sportsmanship recognizes itself as the positive aspects of the school (rather than the negative aspects) among school teachers (Farzianpour, Foroushani, Kamjoo, & Hosseini, 2011).

The obtained result is similar to the previous studies and among them Terzi (2015) and Poohongthong, Surat, and Sutipan (2014) expressed the high level of OCB among school teachers in their studies. These literatures were same as the finding of this study and it strongly states the high level of OCB among school teachers. The high level of OCB refers to overall performing actions among school teachers which collectively include: helping others to do their tasks, supporting the school, volunteering doing extra activities and holding responsibilities of work in school (Farzianpour et al., 2011).

Considering this, Bourdieu's theory is relevant to explain the level of OCB, where all the teachers were recognized as the actor and they performed their jobs (action) and showed the behavior towards their job in terms of OCB in field (school) (Bourdieu, 1986). The entire actors consists economic, social and cultural capital (Paydar & Salehi, 2017) and school teachers also posed these all capitals. Among these capitals, economic capital referred to all the investment done by the school as well as teachers. It included salary, incentive, training, financial status of school and teachers. The social capitals of teachers were their position, relationship in groups and social networks, social status in the school and society. The cultural capital is reflected as the set of personal assets like good relationship, helping behavior, sympathy, friendship, and fellowship among coworkers (Paydar & Salehi, 2017). Among these capitals the OCB is mainly produced through the social-economic base and it reflected as the cultural capital in the form of extra-role behavior among teachers and they exhibited it in the field (school).

Thus, the school teachers helped one another, followed the code and conduct of school, were loyal towards their job and performed hard efforts in school. These entire features ultimately referred to the high OCB among school teachers. The high OCB gave meanings that the school teachers consisted of good cultural as well as social capital and they got appreciation from the school and society. These teachers hold high social positions, relationship, networks and social status in school as well as in society. They performed good relationship, behavior, sympathy and friendship towards their coworkers. Consequently, their high economic, social and cultural capital contributes to perform high OCB in schools.

The high level of OCB contributes to the effective functioning, organizational effectiveness and sustainable improvements (Kilince, 2014). Considering it, the teachers with high OCB played

role to improve the capacity of other teacher and they worked effectively in schools. These efforts made change process in school by establishing the healthy culture and ultimately it brought the high academic achievements. On the other hand, the high OCB is always not experienced in the meaningfulness of the work. Sometimes it derived the negative outcomes such as burnout, role ambiguity, fatigue and stress among employees (Lam, Wan, & Roussin, 2016). The negative outcomes among employees are associated with decreasing job performance, organizational effectiveness and low productivity. However, the high level of OCB contributed more to get organizational improvements, effectiveness as well as academic progress of schools in relation to school teachers.

Locale: Determinants of Organizational Citizenship Behavior

Likewise, the researchers examined the OCB across locale among the study group in this study. The capital influences the locale of school teachers. Nevertheless, the OCB is significantly differing via the locale among the school teachers. The locale predictably influences the OCB and its dimensions (helping behavior and conscientiousness) among teachers. Among them, the findings divulged that the urban teachers demonstrate the higher level of OCB than the rural resident teachers in this study. This result is similar to the research done by Semela (2005) in schools of Ethopia where scholars established that urban school teachers highly expressed their OCB than their rural counterparts. Generally, the rural teachers were more isolated and got less opportunity in carrier advancement in their job than the urban locale teachers (Muniandy, 2016). Thus, the rural teachers showed little extra role behavior than urban teachers in their job and it seems relevant in the context of Nepal. More specifically, the helping behavior and conscientiousness as the dimensions of organizational citizenship behavior were seen high among urban teachers than rural teachers in this study. The high level of helping behavior denoted that the locale of teachers made differences among them in performing voluntary actions to assist other teachers for attaining organizational goals (Wright, 2008). The high level of teachers' conscientiousness ensured that they obeyed the school rules and regulation (Podsakoff, MacKenzie, Paine, & Bachrach, 2000).

Comparatively the urban teachers got more opportunity for interacting with their peer's teachers than rural teachers (Semela, 2005). So, these interactions contributed them to develop an insight to understand the professional difficulties of other teachers. Thus, these developments made

urban teachers more willing to help other teachers. Besides this, the rural teachers faced several crises in their workplace (Muniandy, 2005) and they compromised with it during their job. So, they neglected helping each other. Since the rural teachers got less opportunity during their job, they wanted to grab it in any cost and they did not want to compromise it with others. So, they were less willing to demonstrate the compliance behavior.

The urban locale teachers were contrary than rural locale teachers regarding their social lives, cultures, norms of behavior, and resources. These all things make differ with each other and it is referring as the social capital of teachers. Bakhtiari, Masoumi, and Abdollahi (2014) talks about that the social capital contributes the positive social relationship among employees. It occurred through the social interaction, cultural values, and available facilities. As a result, these discrepancies in the social capitals make alterations in field and habitus of the study groups in this context. This shows that there is also the presence of differences in OCB of teachers in relation to their locales.

In context of Nepal, it is a diverse country in relation to socio-cultural capitals and its topography. Moreover, the distinct socio-cultural values, traditions, beliefs, and practices influence the attitude, behavior and ethics of the peoples (Lehmann, 1962). These differences in attitude, behavior and cognition make dissimilarity in compliance behavior, courtesy, altruism, civic virtue and sportsmanship among school teachers. Thus the capital makes significant differences in OCB among school teachers in Dhading district as well.

Overall, the teachers belonging to urban and rural settings differ in exhibiting their OCB in relation to their culture, life style, value system and preferences towards the organizations. The exhibition of high OCB contributes to creating the high working environment in the organizations. It gives a sense that the high OCB of teachers is associated with the high performance, work effectiveness and high student achievement in schools.

Implications

The OCB among teachers is the one of the crucial constructs in the arena of educational leadership. This issue is exceedingly associates with the organizational performances, productivity, and effectiveness. Taking into account, the low OCB among teachers distresses the entire academic

success of schools. As a result, the outcome of this research is useful for educational leader, policy planners, and development professionals for the theoretical and practical implications to make the effective school system. In first hand, as a theoretical implication, this paper verifies that the locale are associated with OCB among school teachers in context of Nepal. On the other hand, this study explores that there are still lacking in the arena of the OCB which needed to do further study. That's why, this study can be the landmark for the upcoming researcher to explore why the locale influences on OCB among school teachers. Therefore, the following concerns have been raised at its end of this study.

OCB among teachers: How the locale makes it differences?

Conclusion

The OCB is the prerequisite term for cultivating good working habits and ensuring effective leadership in schools. Considering this study, the teachers perform high OCB in schools of Dhading district. It means the prosperous social capital also ensures the high OCB and it remains visible in the form of good relationship, behavior, sympathy and friendship towards co-workers; performing dedication and voluntary work; holding responsibilities and extra-work in schools. In addition, every teacher has distinct socio-cultural values, belief system, attitudes and cognition concerning their organization in relation to the locale. That is why; the OCB of study groups vary via their locale. Moreover, the locale influences the OCB among school teachers. More specifically, locale make changes in helping behavior and conscientiousness among urban locale teachers. This change happens in helping behavior were due to the fear factors of being fired among urban teachers and they practices team work in the school. Overall, the high level of OCB enthuse the school teachers to exhibit high performance, commitment, satisfaction, stability and effectiveness in their job.

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