



Teachers' Engagement Culture and Organizational Citizenship Behavior; a Case Study of
Selected West Budama Primary Schools

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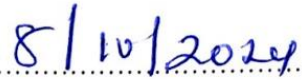
BU/GS20/EDM/17

A Dissertation Submitted to the Directorate of Graduate Studies, Research and Innovations in
Partial Fulfillment of the Requirements for the Award of a Master of Educational Leadership
and Management of Busitema University

October, 2024

Declaration

I, hereby declare that this dissertation titled “Teachers’ Engagement Culture and Organizational Citizenship Behaviour; a Case Study of Selected West Budama Primary Schools” is my original work and has never been presented to any University or Institution of Higher Learning for any academic award.

Signature.......... Date..........

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Approval

This dissertation titled “Teachers’ Engagement Culture and Organizational Citizenship Behaviour; A Case Study of Selected West Budama Primary Schools” is an original work of Mr. Daniel Osinde, Reg. No. BU/GS20/EDM/17 was done under our supervision and has been submitted for examination with our approval as University supervisors

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Dedication

This work is dedicated to my beloved wife Jane Osinde, for the support she gave me during the difficult times of study and research work. I also dedicate this research to my son Jaslwany Daniel, he always prayed for me. I also dedicate this study to the stakeholders in Education in Tororo District and West Budama in particular. This work is further dedicated to my Bishop; Bishop Patrick Kabongo, the Pastors of CTM ministries Uganda and to all members of different fellowships; I am the product of your prayers.

Acknowledgements

I appreciate the almighty God for enabling me to live and see these days of study, and above all that through his Son Jesus Christ He made provision for the salvation of the world, of which am a beneficiary.

I would like to express my genuine and sincere appreciation to my supervisors; Dr. Muweesi Charles and Dr. Sira Tendo, who gave me their continuous time, support, and motivation in my Master's degree studies. Their commitment to the study area, Teachers' Engagement Culture and Organizational Citizenship Behaviour, and dedication to adding knowledge to academia contributed hugely to the success of this study. I am grateful to have them, as part of my inspiration in my academic development.

I also want to thank the management and staff of the selected primary schools, for the different kind of support they offered to me during the study. Their input during the recruitment process for data collection was indispensable.

My deepest thanks and blessings also go to all the teachers, who voluntarily accepted to participate in the interviews. Their unselfish openness, involvement, and commitment during the data collection contributed enormously to the success of this study.

Last but not least, I am thankful to my family. They were my constant companions during difficult times. Their patience and encouragement gave me support and strength to go through the challenging writing period. More importantly, I am thankful to my wife Jane Osinde, and my son Jaslwany Daniel, for agreeing with me to take this course and supporting me financially until this very end. May the almighty God whose knowledge and powers surpass every other god, bless you and reward you all, for the work you have done toward my academic development.

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List of Acronyms

CVI: Content Validity Index

EC : Engagement Culture

LMX: Leader-Member Exchange

OC: Organizational Culture

OCB: Organizational Citizen Behaviours

SAQs: Self-administered questionnaires

SMC: School Management Committee

TDL: Tororo District Local government

Abstract

This study investigated the relationship between engagement culture and organizational citizenship behaviours of teachers at selected primary schools in West Budama. The study was guided by three specific objectives of the study which included establishing the relationship between, Teacher career development, Teacher recognition, Teacher involvement, and OCB. A cross-sectional research design was employed using both qualitative and quantitative research approaches. 147 respondents participated in the study by answering the questionnaire and 12 participated in the interview guide. Questionnaires and interview guides were used to collect quantitative and qualitative data. Frequencies and percentages were used to show the distribution of respondents on different items and the data collected using the interview guide was quoted verbatim. Pearson's Linear correlation coefficient was used to determine the level of correlation between the variables. In the findings it is confirmed that a favourable human resource development climate leads to favourable behaviours of individuals that represent OCB, teachers are more satisfied when they are recognized and appreciated for their roles at school, and teachers' involvement is considered a direct predictor of the good performance and success of the school. It was concluded that career development, staff recognition, and involvement have a positive relationship with OCB. Therefore, the study recommended that; Primary school administrators and managers should put in place a system that enables the teachers to grow their career. The administrators and managers should recognize teachers through promotions, awarding certificates of achievements, and various appreciations to enhance their organizational citizenship behaviours. Managers of primary schools should involve teachers in all the school affairs say in teamwork building, decision making, and planning to enhance their organizational citizenship behaviours

Chapter One

Introduction

1.0 Introduction to the Study

Many government primary schools operating under UPE in Uganda suffer from the negative behaviour of their teachers, it's important to be concerned with teachers' engagement culture which helps to give meaning to Organizational Citizenship Behaviors. These two factors of work are of growing interest and have received significant recent attention Shuck, Reio, & Rocco, (2011). The problem is that most teachers have a culture in which they work just to earn their salaries or rather, make a living; not because of citizenship or the feeling of belonging to the schools they are posted. From this aspect, it is said that "people don't choose the organizations they work for, but they choose their jobs" a fact that renders their talents and interests to integrate with their organizations (Jauhari, Sehgal, & Sehgal, 2013).

Moreover, a teacher's engagement culture is a crucial aspect of positive OCB in any school.

Positive engagement cultures of teachers are expected to give better results than those who have negative engagement cultures of work, but actually when it comes to the performance of the positive engagement cultures of work of teachers, little is known about their performance as it goes beyond formal job requirements stated in their appointment letters, which facilitate school performance through the impact on school culture, and individual productivity (Farh, Zhong, & Organ, 2004).

1.1 Background to the Study

1.1.1 Historical Background

The origins of organizational citizenship behaviour (OCB) are rooted in Barnard (1938) and the concept that an individual's willingness to cooperate at the workplace is important and essential to the organization. Likewise, Katz (1964) suggests to OCB with its claim that, in the count to linking and continuing with the organization and meeting performance standards, workers need to spontaneously go beyond their roles of teaching. Katz & Kahn (1978) outspread this idea by describing spontaneous behaviours that are essentially cooperative and necessary to organizational functioning. Bateman (1983) emphasizes this idea and finds that satisfaction is an important forecaster of citizenship behaviour.

The term OCB, however, was coined in 1983 by Smith, (1983). These scholars (Bateman & Organ, 1983; Organ, 1977, 1988; Smith et al., 1983) were fascinated by the question of why job satisfaction reflected in positive engagement is important to organizations, given that the concept is only weakly related to job performance. Following this, these scholars have also sought to identify behaviours that are important to the organization but are not formally required as part of the job. These authors offered the construct as a way to explain the apparent lack of empirical relationship between job satisfaction and core job performance Bateman (1983).

In response to years of verdicts demonstrating low to moderate relationships between these two concepts, Organ (2008) proposed that scholars had been measuring the “wrong” kind of performance; they argued that a stronger link between job satisfaction and performance should arise when performance was operationalized using behaviours falling outside employees' core jobs since employees have more control over these types of activities and will therefore engage in them or withhold them more readily based on job attitudes (Organ, 2008).

After several years of research on OCB suggests that this assertion was truthful. After Organ and colleagues initially conceptualized the OCB concept Organ, (1983), early research used qualitative methods to identify the specific types of activities that comprised OCB at the time. The starting study asked supervisors at a manufacturing company to describe instances of “helpful, but not required, job behaviour” Smith et al., (1983) in other words, things they liked their employees to do, but that they could not explicitly enforce, and for which they could not promise any tangible rewards Organ, (2008). This study and others using similar methods led scholars to propose five main categories of OCBs: altruism, conscientiousness, sportsmanship, courtesy, and civic virtue (Organ, 1988; Podsakoff, Mackenzie, Moorman, & Fetter, 1990). These continue to be the most commonly tested dimensions in modern research on OCB.

Over time, scholars proposed other, new dimensions beyond the original five categories described above. In a recent review of the literature, Organ and colleagues (2008) counted more than 25 dimensions of OCB, including such new categories as loyal boosterism (Moorman & Blakely, 1995), cheerleading (Podsakoff & Mackenzie, 1994), and self-development (George & Brief, 2008; George & Jones, 2009). Yet, despite the introduction of new dimensions over the years, most research has continued to operationalize the construct using the original five categories, or a subset thereof (Organ et al., 2008), by using the survey items developed and tested by Podsakoff (1990) in the 1980s. More recently, Organ and colleagues (2008) grouped the 25 dimensions into seven predominant categories of OCB: helping (which includes altruism, courtesy, cheerleading, and peacemaking); sportsmanship; organizational loyalty; organizational compliance; individual initiative; civic virtue; and self-development (Organ et al., 2008)

While this amalgamation helps converge the study, it implicitly suggests that the same types of OCB will apply across contexts and employee populations. Therefore, it was against this historical background that the study wished to examine the relationship between

teachers' engagement and organizational citizenship behaviours among primary school teachers in West Budama.

1.1.2 Conceptual Background

Organizational citizenship behaviour (OCB) is behaviour not formally recognized by the organization's reward system but necessary for organizational survival and effectiveness (Organ, 2008). Elements of OCB include Altruism which means helping co-workers; Conscientiousness which involves going far beyond the minimum necessary on job role requirements, Sportsmanship which means avoidance of complaining or petty grievances, Civic virtue that involves participating responsibly in the political life of the organization for example, in meetings and Courtesy which entails touching base with those parties whose work would be affected by one's decisions or commitments (George & Jones, 2012; Greenberg and Baron, 2009). OCBs are discretionary and not explicitly recognized by the formal reward system and that in aggregate promote the effective functioning of an organization (Organ, 1988). In this study, OCB will refer to altruism, conscientiousness, sportsmanship, courtesy, and civic virtue.

Teachers' engagement is a collection of relatively uniform and enduring values, beliefs, attitudes, customs, norms, traditions, practices, rites, rituals, ceremonies, rules, and scoundrels that are shared by an organization's members, learned by recruits and transmitted from one generation of employees to the next (Needle, 2010; Tsai, 2011). Engagement includes a school's expectations, experiences, and philosophy, as well as the values that guide the teacher's behaviour and are expressed in the teacher's self-image, inner workings, interactions with the outside world, and future expectations (Schein, 2010; Boundless, 2015). Culture is based on shared attitudes, beliefs, customs, and written and unwritten rules that have been developed over time and are considered valid Kennedy, (2009). In this study, teacher engagement culture was operationalized as a Human resource development climate

that includes elements like comprehensive training, an employee-friendly work environment, and career development. Staff recognition has elements like promotions, certificates of achievement and appreciation, and staff involvement which includes elements like teamwork, communication, decision-making, and planning

1.1.3 Contextual Perspective

The study was conducted in selected primary schools in West Budama. These are village and semi-urban schools and are mixed and single-sex, boarding and day schools, with P.1-P.7 as per Uganda's system of education. These schools are partially boarding and day schools, the schools serve the Jopadhola communities in the Tororo district. These schools are always ranked poor performers in Tororo district, the teachers are always the natives. In these schools, the teaching staff's organizational citizenship behaviours have been marked by most teachers not being devoted to their jobs, poor attitude towards work; delayed handing in of marks, late coming for work, and leaving early. Some teachers do not mark examinations but instead, fake marks and cheat examinations for students, and others do not prepare for lessons relying on old notes. It is therefore imperative to examine the relationship between teacher engagement culture and the organizational citizenship behavior of the primary school teachers in West Budama.

1.2 Problem Statement

The government of Uganda has put in place what is needed for primary school teachers to develop a sense of belonging to their institution such as prompt remunerations, availing upgrading opportunities and accommodation, ensuring that teachers are represented on school management committees (SMC); supporting staff career development, recognizing them for outstanding service, improving on their welfare and involving them in decision making (Education White Paper (1992). Despite the above, organizational citizenship behaviour among primary school teachers in West Budama has been reported to be low (SMC minutes).

Most teachers are reported not to exhibit altruism or help others accomplish their work, lack civic virtue or willingness to participate in meetings, lack sportsmanship or always have complaints against the administration, and show no conscientiousness as most times they hand in marks late (SMC minutes) (Agaba, 2014; Kafeero & Lubowa, 2014). If the levels of primary school teachers' organizational citizenship behavior remain low, incidents like high dropout rates and poor pupils' performance in national examinations will persist. The current study, thus, examined the relationship between teachers' engagement culture and organizational citizenship behaviours among primary school teachers in selected primary schools in West Budama.

1.3 General Objective of the Study

The study examined the relationship between teachers' engagement and organizational citizenship behaviours among primary school teachers in West Budama.

1.3.1 Specific Objectives of the Study

This study was guided by the following objectives;

- i. To examine the connection between teacher career development and organizational citizenship behaviours in West Budama Primary schools.
- ii. To find out the association between Teacher recognition and organizational citizenship behaviours in West Budama primary schools.
- iii. To establish the relationship between teacher involvement and organizational citizenship behaviours in West Budama primary schools.

1.4 Research Questions

The following research questions guided the study;

- i. What is the bond between teacher career development climate and organizational citizenship behaviour in West Budama primary schools?

- ii. What is the relationship between teacher recognition and organizational citizenship behavior in West Budama primary schools?
- iii. What is the connection between teacher involvement and organizational citizenship behavior in West Budama primary schools?

1.5 Hypotheses of the Study

The following hypothesis guided the study;

1. There is no relationship between teachers' career development climate and organizational citizenship behavior among primary school teachers in West Budama.
2. There is no relationship between staff recognition and organizational citizenship behavior among primary school teachers in West Budama.
3. There is no relationship between staff involvement and organizational citizenship behavior among primary school teachers in West Budama.

1.6 Significance of the Study

It is hoped that the study findings might help inform school managers, about the need to consider teacher engagement that promotes positive organizational citizenship behavior (OCB) in schools. Positive OCB reduces supervision time by the school headteachers hence, this time can be used to enhance the productivity of both the supervisors and supervisees.

The findings of this study might also contribute to the body of knowledge of organizational culture vis-a-vis organizational citizenship behavior in schools.

It is hoped that the findings of the study may provoke academic debate and research on these issues in the context of primary schools in West Budama.

1.7 Scope of the Study

1.7.1 Geographical Scope

The study covered the selected primary schools of West Budama, these schools will include Paya, Mwenge, Kirewa, Sesera, Kisoko girls, Elim Nursery and primary school, and Pagoya primary schools, these schools are inclusive of all types of primary schools in West Budama.

The study will focus on the teaching staff of the primary school as the researcher will be more interested in finding out why the teachers amongst all the employees in the school are less interested in exhibiting discretionary behaviors in their performance of duties. These schools were chosen to represent the categories of primary schools in West Budama (Boarding, day, single-sex, mixed, and private schools), and the selection gave rich information on OCB in different schools.

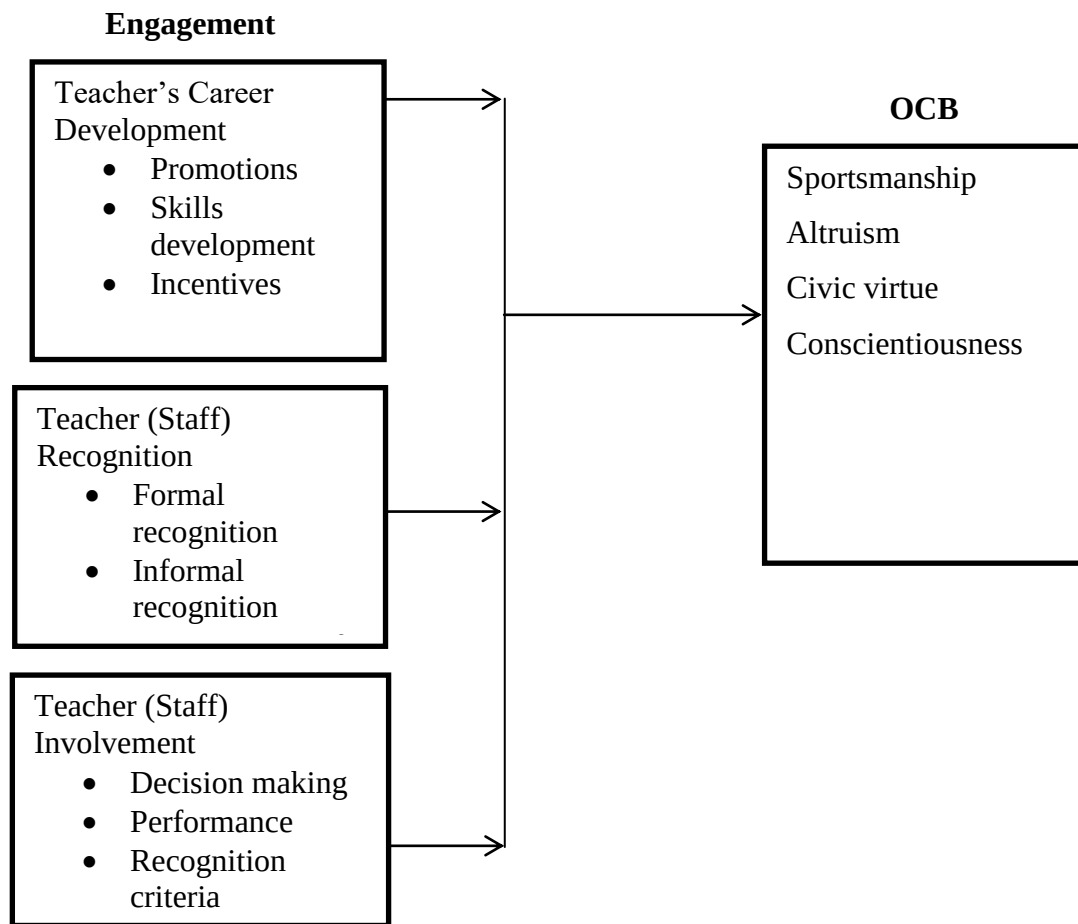
1.7.2 Content Scope

The study focused on the influence of teacher engagement on organizational citizenship behaviors. Teacher engagement will take on the dimension of career development climate, teacher recognition, and teacher involvement, while organizational citizenship behaviors will take on the dimension of altruism, conscientiousness, and sportsmanship. These attributes among others could be handled with limited funds and time.

1.7.3 Time Scope

The study covered the period 2022-2023. The reason for my selection of this period is simply because during this time the researcher will have time to engage the management of the schools together with their teachers and finish the dissertation in time for graduation, as per the university calendar.

Figure1.1: Conceptual framework



Source: Adapted and modified from Ebrahim pour et. al., (2011)

The Framework in Figure 1 suggests that teacher engagement culture (the dependent variable) is conceptualized as human resource development climate, staff recognition, and staff involvement. Each of these engagement culture indicators is further conceptualized based on their characteristics. Staff development climate is conceptualized as Promotions, Skills Development, and Incentives. Staff recognition is conceptualized as; Formal recognition Informal recognition Opportunities of recognition while staff involvement is conceptualized as; Decision-making Performance and recognition criteria, these engagement indicators are linked to OCB (the independent variable) which is also conceptualized as altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. The model hypothesizes that engagement indicators have a positive relationship with OCB and are

modified by the mediators and the intermediary factors of each school. This study is hence intended to explore these relationships.

1.8 Operational Definitions

Teachers' engagement culture, refers to a set of shared values, beliefs, and norms that influence the way teachers think, feel, and behave toward each other, administration, pupils, and the people outside the school.

Organizational Citizenship Behavior is behavior above and outside the call of duty; that is, behavior is not mandatory for organizational members but necessary for organizational being and effectiveness.

Altruism is defined as "all unrestricted behaviors that have the effect of helping a specific other person with an organizationally relevant task or problem."

Conscientiousness involves going "far beyond the minimum necessary" on job role necessities.

Sportsmanship is defined as the evasion of "complaining, petty grievances, railing against real or imagined slights, and making federal cases out of small potatoes."

Civic virtue behavior involves participating responsibly in the dogmatic life of the organization (school), such as attending meetings, giving personal time to organizationally relevant issues, and pronouncing apprehensions.

Courtesy entails "touching base with those parties whose work would be affected by one's decisions or commitments.

Organization is defined as any primary school setting and environment

Engagement; is the connection between a teacher and the school's mission and vision

Involvement; Taking part in the mission and vision of the school.

Chapter Two

Literature Review

2.0 Introduction

This section will explain the conceptual framework and review literature related to the three specific objectives of this research. However, this literature is not confined to only OCB in West Budama primary school but also to other organizations that may apply to the study.

2.1 Theoretical Review

The research was directed by the Perceived Organizational Support Theory (POST) which looks at employees' (teachers) perception concerning the scope to which the organization (school) values their contribution and cares about their well-being (perceived organizational support) (Eisenberger & Stinglhamber, 2011; Shore & Shore, 2007). Perceived Organizational support theory (POST: Eisenberger, Huntington, Hutchinson, & Sowa, 1986) holds that to meet socio-emotional needs and to assess the benefits of increased work effort, employees form a general perception concerning the extent to which the organization values their contributions and cares about their well-being. Such perceived organizational support would increase employees' felt obligation to help the organization reach its objectives, their affective commitment to the organization (school), and their expectation that improved performance would be rewarded. Behavioral outcomes of POST would include increases in in-role and extra-role performance and decreases in stress and withdrawal behaviors such as absenteeism and turnover.

According to the Perceived organizational support theory, employees tend to assign human-like characteristics to the organization and thus encourage them to give back in performance to the organization. Agents acting on behalf of the organizations are often perceived as acting on the organization's intentions rather than their motives (Levinson, 2008). This personification of the organization is enhanced by the organization's legal, moral, and financial responsibility for the actions of its agents; by organizational policies, norms,

and culture that provide continuity and prescribe role behaviors; and by the power the organization's agents exert over individual employees.

Because of this epitome of organizations, workers (teachers) base their decisions of their perceived value to their society (school) on how favorably the organization treats them. When the organization gives resources to employees in a voluntary manner rather than under circumstances beyond their control, employees will view such aid as being genuinely valued and respected by the organization (Cotterell, Eisenberger, & Speicher, 2011). Based on this principle, POS will be more effectively enhanced if employees view organizational rewards and favorable job conditions such as pay, promotions, job enrichment, and influence over organizational policies as voluntary behaviors of organizations (Eisenberger et al., 1986). Since supervisors are often viewed as organizational agents, favorable treatment from supervisors should enhance employees' POS, however, this relationship is mediated by employees' perception of the degree to which supervisors' actions are designated by organizations, as opposed to their own

2.2 Literature Review

2.2.1 Teacher Career Development Climate and OCB

The Human resource development climate is an element of organizational climate; which has been defined in various ways. Schneider (2010) has described the human resource development climate as an individual's observation of prominent features of the organizational context. According to Denison (2009), characteristics of organizational climate included support, cohesiveness, risk-taking, and motivation to achieve. It comprises the attention of the members of the organization such as policy, rewards, and management behaviors as well as meaning attached to these features based on individual features including value systems and needs. Several researchers conducted studies to identify the influence of the human resource development climate on the attitudes and behaviors of the employees.

Eisenberger, Fasolo, and Davis-LaMastro (2011) found that improved performance

and constructive work attitudes were shown by those employees who perceived that the Human resources department was concerned about them. Krishna and Rao (2010) carried forward a detailed empirical study on the Organizational and human resource development climate in BHEL which found that the human resource development climate in the organization encouraged middle and senior managers to experiment with new methods and try out creative ideas. OCTAPAC Culture represents the degree of Openness, Confrontation, Trust, Autonomy, Pro-action, Authenticity, and Collaboration, and the degree to which these values are encouraged in the organization. Rainayee (2008) in research on HRDC in

Commercial banks found that the overall level of OCTAPAC values in the banks was perceived at a moderate level. Payne and Pugh (2009) define individual needs, satisfaction, and goals as effects on the perception of climate, whereas climate, in turn, affects the same satisfaction, goals, and behavior. Researchers also established that organizational climate forecasts positive work attitudes and behaviors. Therefore, employees are more satisfied while working in an optimistic work environment and consequently less likely to leave their organizations (Pace, 2008; Aarons and Sawitzky, 2008). Therefore, in the results of the above findings it can be argued that the human resource development climate leads to favorable behaviors of individuals that represent OCB.

2.2.2 Teachers' Promotion and OCB

Several studies have shown that there is a positive relationship between promotions and general performance. For example, Rioux et al. (2000) argue that promotion enables people to use their judgment in the interest of the organization. Jim et al. (2013) explored the concepts of LMX, promotion, and competencies on how these variables encourage the exhibition of OCB among the service personnel in the banking industry in Malaysia. For all three predictors of OCB, Jim et al.'s (2013) study found positive and significant relationships. However, Jim et al.'s study did not test for mediation effects of promotion on the competence-OCB relationship. Neither did the study explain in detail what constitutes

competencies. To Jim et al. (2013), competencies were defined to consist of customer awareness, teamwork, commitment and contribution, and productivity. In this study, we deviate from these earlier studies first, by defining competence from the point of view of the environment under which one is working. Second; by treating and testing promotion as a mediator of the competence-OCB relationship.

Based on the social exchange theory individuals in the social exchange relationship tend to display more effective work behaviors (Organ and Konovsky, 1989; Settoon et al., 1996). What this means is that teachers who are promoted work more willingly (Andrews et al., 2008). Furthermore, Andrews et al. (2008) and Conger and Kanungo (1998) note that, management styles like promotion of employees have been linked to increased force commitment, quality of work life, and improved performance. Other studies have also linked performance to OCB (Organ et al., 2006). Since there appears to be a link between promotion and performance, and performance and OCB, naturally one would imagine that there is a link between promotion and OCB.

2.2.3 Skills Development and OCB

The concept of appropriate skills remains an unsolved puzzle. Skills have been used both as a predictor variable and a mediator variable. For example, skill development has been studied as a mediator of teaching and OCB (Lee & Salleh, 2011; Lee & Low, 2012) and found to be a key route through which the inputs of teaching skills on OCB can be channeled. The two studies bring a very important contribution to the world of knowledge by linking skills to OCB. This study deviates from the two earlier studies by arguing that skill development is not only predicted by competencies but could also mediate the relationship between competencies and OCB. The probability for the positive relationship between skills acquired and organizational citizenship behavior has been demonstrated time and again and summarized in the narrative reviews above. Also, as recently stated by Andrews et al.,

(2008), management styles like skill development among employees have been linked to increased OCB, quality of work life, and improved performance.

On the other hand, Senge (2000) has long argued that competencies will be positively and directly related to commitment which commitment is linked to empowerment. Furthermore, naturally one would expect that skills would correlate positively with organizational citizenship behavior for reasons other than empowerment (e.g. because skills influence both organizational citizenship behavior and empowerment). This then creates a link between skills and extra-role behaviors. Such roles or behavior may go beyond those prescribed for given jobs which in turn produce quality outputs in terms of services or products.

2.2.4 Teachers' Incentives and OCB

According to Okereke and Daniel (2010), teachers' job effectiveness is the ability to combine relevant inputs for the enhancement of the teaching and learning processes. The authors further argue that effective teaching is measured by the academic performance of learners, punctuality, active participation in co-curricular activities, and committing assignments given by the teacher. Welfare schemes are the strategies employed in motivating teachers for better job performance (Okereke & Daniel 2010). These are in the form of salary increments, gratuity, and regular promotion, ensuring job security and establishing cordial relationships among teachers. Teachers are the initiators and facilitators of teaching and learning activities. They act as agents of change in any school system because of the roles they perform; they can be regarded as the heart of quality improvement strategies (Hopkins, 2014).

According to Okereke and Daniel (2010), most organizations achieve remarkable success in their operations not only because they operate in good environments or because they are capable of competing favorably with other organizations but mostly because the management (or those at the helm of affairs) provides them with incentives that make their

work worth enjoying. They appreciate the fact that no organization performs efficiently and effectively if the human elements are not adequately motivated. The provision of welfare.

According to Mathews and Khann, (2016), effective and efficient working conditions and fringe benefits are likely to lead to increased employee performance and job effectiveness. Using a sample of 172 employees from Kenya Commercial Bank, Nduku, Mwenda and Wachira (2015) found that incentives have a positive effect on the performance of employees. Eluka and Okafo (2014) discovered that improved working conditions impact positively on employees' performance. Ayeniyo (2015) established a relationship between fringe benefits and employee commitment which consequently leads to high performance. Walking in a similar path, Gohari, Ahmadloo, Boroujeni, and Hosseinipour (2013) found that there is a significant positive relationship between pay, bonuses, fringe benefits, promotion, appreciation, empowerment, and delegation on one hand and employees' effectiveness on the other hand.

According to Mathews and Khann, (2016), effective and efficient working conditions and fringe benefits are likely to lead to increased OCB and job effectiveness. Using a sample of 172 employees from Kenya Commercial Bank, Nduku, Mwenda and Wachira (2015) found that working conditions have a positive effect on the performance of employees. Eluka, J.C & Okafor, N.C (2014) discovered that improved working condition impacts positively on employees' performance. Ayeniyo (2015) established a relationship between fringe benefits and employee OCB which consequently leads to high performance

In Uganda, Nairuba (2011) carried out a study on the effect of motivational practices on teachers' OCB in secondary schools in Jinja and established that fringe benefits such as allowances, recognition, and promotion had a positive effect on teachers' effectiveness.

2.2.4 Teacher Recognition and OCB

Employee recognition has appeared sporadically in the research literature for over three decades, receiving attention from experts aiming to identify new factors in employee

performance and motivation (Godkin, Parayitam & Natarajan, 2010; Magnus, 2008;), as well as those interested in effective leader-follower relationships (Luthans, 2010). More recently, recognition has been acknowledged as an integral aspect of psychologically healthy workplaces (Grawitch, Gottschalk & Munz, 2009). Not surprisingly, research also indicates that employees consider personalized recognition for the work they do to be an integral part of the rewards they receive at work (Luthans, 2010).

Research does indeed indicate that individuals who often engage in organizational citizenship behavior do indeed receive more positive performance evaluations (Werner, 2008; Allen and Rush, 2009). In addition, these individuals are more inclined to receive additional rewards as a consequence of these associations (Allen & Rush, 2009; Kiker & Motowidlo, 2010). Employee recognition is one of the components that drive human behavior and it is one of the sources of motivation for the employees (Maslow, 1954; Guest, 1997).

Recognition practices talk about non-monetary benefits by which an organization tangibly indicates its gratitude for excellent work and accomplishments. These methods also involved those initiatives made by the organization to employee recommendations properly and provide them with frequent feedback.

When an organization gives recognition to employees, they feel required to show greater intensity of loyalty to the organization (Maslach et al., 2008). Kahn (2008) stated that employees' engagement varies as a function of their perceptions of the benefits they receive from a role performed. A sense of return on investment can come from external rewards and recognition in addition to momentous work. Thus, one might anticipate higher employee engagement at work to the extent that they perceive a bigger amount of rewards and recognition for their role performance. Maslach et al. (2008) have also proposed that a lack of rewards and recognition can lead to burnout, therefore appropriate recognition and reward are important for engagement. While all the above studies showed a positive correlation between employee recognition and OCB, none was specifically on OCB West Budama primary

schools. To contribute to the closure of these gaps, the researcher will carry out qualitative research to establish the relationship with OCB since no earlier researcher has done so.

2.2.5 Formal and Non-Formal Recognition and OCB

Podsakoff et al. (2000) reviewed organizational citizenship behavior studies and recognized over 30 different forms of organizational citizenship behavior. After comparing those, they proposed seven common dimensions of organizational citizenship behavior: helping behavior, sportsmanship, organizational loyalty, organizational compliance, individual initiative, civic virtue, and, self-development. As Somech and Ron (2007) pointed out determining the reasons why individuals engage in organizational citizenship behaviors has attracted a substantial amount of research attention.

Attempts to understand the correlates and causes of organizational citizenship behavior frequently focus on individual characteristics. However, recently scholars have argued that these behaviors might be further understood by an investigation of how they are embedded in different contexts, such as job status. Compared with organizational citizenship behaviors, organizational recognition has received little attention as a unique research topic until recently. Researchers in organizational behavior, social psychology, and communication discovered organizational recognition as a unique construct in the late 1980s (Riketta, 2005). To date, the concept of organizational identification has played a significant role in organizational research during the past 20 years. There is a large and growing body of literature focusing on this construct (Johnson, Johnson & Heimberg, 1999). Organizational identification is defined by Mael and Ashforth (1992) as a perceived oneness with an organization and the experience of the organization's successes and failures as one's own.

Dutton and Dukerich (1991) defined organizational identification as shared beliefs and attitudes among employees on the central, enduring, and distinct characteristics of the organization, which is one of the most crucial factors holding employees together and committed to the organization. One of the key theoretical bases for understanding

organizational identification is social identity theory which people use groups as sources of information about themselves and individuals may use their status or social standing in their organizations to enhance their self-worth (Cheung & Law, 2008). recognition is a specific kind of social identification that serves the individual's needs for belonging, safety, or self-enhancement (Pratt, 1998; Kane, Magnusen, & Perrewe, 2012). Thus, an individual who identifies more strongly with an organization will have more of his or her needs satisfied and will therefore express a greater level of job satisfaction (van Dick et al., 2006).

Following the above, as stated by Dutton, Dukerich, and Harquail (1994), the more individuals identify with their organization, the more they think and act from the organization's perspective and the more effort they expend on behalf of the organization. Organizational identification has emerged as a predictor of various individual and organizational-level outcomes (Rousseau, 1998), such as organizational citizenship behaviors. Organizations with high levels of employee identification, therefore, can be expected to benefit from a more cohesive work atmosphere and greater levels of cooperation, altruism, participation, and exertion of effort on behalf of the organization, including greater levels of citizenship behavior (Ashforth & Mael, 1989; Cheung & Law, 2008; Gonzalez & Chakraborty, 2012). Many studies demonstrated organizational identification is positively related to organizational citizenship behavior.

2.2.6 Teacher Involvement and OCB

Employee involvement is considered a direct predictor of financial Performance and success of any organization (Baumruk 2009; Harter et al. 2010; Richman 2009). On the other side, it is also the fact that currently, employee involvement is decreasing trend as organizations and workers both tend to be more materialistic (Bates 2009; Richman 2008). There is a vast engagement gap that can be seen in workplaces (Bates 2009; Johnson 2007). Employee involvement may lead to organizational citizenship behavior as it focuses on employee

involvement and commitment which certainly lies outside the given parameters of any organization.

Rukhum (2010) found a positive relationship between employee involvement and organizational citizenship behavior (OCB). The dimensions of OCB are characteristic of employee engagement, but the most strongly co-related OCB dimension with employee involvement is “taking initiatives individually” which refers to going an extra mile (Dicke, 2010). Nevertheless, the literature illustrates several criticisms of this relationship as well. According to (Saks, 2009) OCB deviates from employee involvement with a point of view that OCB involves voluntary behaviors that are beyond the job requirements whereas employee involvement is a formal role of an employee to perform. It is not an element of employees’ job description to go for extra-role behavior. Saks’s view was argued by Dicke (2010) that going the extra mile is a general description of employee involvement which represents a voluntary behavior and defied Saks’s statement that it is “one’s formal role performance”.

While all the above studies showed a positive correlation between employee involvement and OCB, none was specifically on OCB, in West Budama primary schools. To contribute to the closure of these gaps, the researcher will carry out qualitative research to establish the relationship between OCB and engagement, since few earlier researchers had done so but not in West Budama.

2.2.7 Decision Making and OCB

Employee participation is related to empowering lower-level employees to engage and take responsibility for making organizational decisions. The idea behind the establishment of participative decision-making is that the satisfaction of employees’ higher needs will improve their job performance and benefit the whole organization Noah, (2008). Further, employee involvement or direct participation can be defined as employees’ ability to influence decisions related to their jobs Duncan & Zhou, (2013). Employee participation is a process

that involves interaction, communication to and from management, influence on management, and decisions by employees Dickson, (1983). This enables employees to align their and organizational interests, which is the main goal of employee participation.

The influence of decision-making is multidimensional as it is positively associated with perceived organizational support Park, (2015), which leads to organizational commitment (Aube et al., 2007), employee engagement, and satisfaction Ahmed & Nawaz, (2015). Zhu et al. (2014), who studied the participation of new-generation employees, found that it is positively related to their job satisfaction. Similarly, Guinot et al. (2021) argue that participative decisions are positively related to job satisfaction, which is consistent with Firth et al. (2004), who reported that job dissatisfaction and insufficient organizational commitment significantly influence the intention to quit. If accompanied by the perception of fairness and/or learning needs satisfaction, employee participation in decision-making reduces turnover intention Kumar & Jauhari, (2016). Although EPDMP has been investigated in different studies, its relationship with OCB is yet to be examined.

Chapter Three

Methodology

3.0 Introduction

The Chapter proposes the design, study population and sampling, data collection methods and instruments, validity and reliability of the instrument, research procedure, and data analysis techniques that will be used in the study.

3.1 Research Design

The study used a cross-sectional survey design adopting qualitative and quantitative approaches (Gray, 2009). The cross-sectional design enabled the researcher to gather information from a wide range of respondents at a single point in time (Sekaran, 2016). The study employed both the quantitative and qualitative approaches. The quantitative approach involves the collection of numerical data to explain, predict, and control phenomena of interest, data analysis being mainly statistical (Amin, 2005). The study employed the qualitative approach to obtain more detailed data from respondents to supplement the quantitative questionnaires.

3.2 Study Population

The study population constituted 280 teachers and 20 headteachers who have managed to climb the ladders of promotions because of their positive OCB from the selected primary schools, (TLG Inspectorate Report 2020). All these teachers were involved because they are expected to show high levels of OCB say through helping others but this does not happen, the headteachers have been involved because they are also teachers, and have been promoted because of their positive OCB. The study would have covered SMC members, parents, and students to make it more informative, unfortunately, because of the time and costs involved.

3.3 Determination of the Sample Size

Of the target population of 280 teachers, Krejcie and Morgan's (1970) Table of Sample Size Determination suggests a minimum sample size of 163 respondents as shown in Table 1 below

3.4 Sampling Strategies and Procedure

To ensure the representativeness of the samples, clustering in terms of schools was a suitable approach to attain the respective sample size from the said population. The study specifically employed cluster sampling techniques. cluster sampling is a subset of individuals chosen from a larger set (Sarantakos, 2010). Each individual is chosen randomly from each cluster. They have equal chances of being selected from the cluster, so each individual has the same probability of being chosen at any stage during the sampling process. Each subset of k individuals has the same probability of being chosen for the cluster as any other subset of individuals (Amin, 2005). As a result, the cluster sample provides us with a sample highly representative of the population being studied, assuming that there is limited missing data.

3.4.1 Purposive Sampling of Administrators

The administrators were purposively sampled because they interact with the policymakers and are directly in charge of the implementation of these policies. Besides, they are placed at an advantage point in the organization according to Sekaran (2016).

3.4.2 Simple Random Sampling of Teachers

The teachers were randomly sampled from each cluster school because the researcher expected them to be more knowledgeable than the other staff in the school, besides they are the most educated group. According to Gray (2009), the knowledge of the respondents about the field of study helps in getting relevant information.

3.5 Data Collection Methods

The study contacted respondents for first-hand data using the survey method involving the use of a questionnaire and interview guide.

3.5.1 Questionnaire Survey

A questionnaire is a pre-formulated written set of questions to which respondents record their answers, usually within rather closely defined alternatives (Sekaran, 2016). The questionnaire method involved the use of a set of questions printed in a defined order (Kothari, 2004). To ensure honest answers, questionnaires were provided for the anonymity of the respondents and the confidentiality of the responses (Robbins, 2009). The wording of the questions, how the variables were categorized, scaling, coding and general appearance of the questionnaire design minimized biases in the research (Sekaran, 2016; Barifaijo, Basheka & Oonyu, 2010), motivated the respondents to give accurate and complete information, as such, provide reliable and relevant data in return (Barifaijo, Basheka & Oonyu, 2010).

3.5.2 Interview Method

An interview is a purposeful discussion between two or more people (Kahn & Cannell, 1957) as quoted by (Quinton, 2010). Interviews were conducted by the researcher of the headteachers of the selected primary schools, at the schools the researcher used the interview method to obtain data from respondents that was beyond what the self-administered questionnaires would avail. Besides the administrators had added information relating to the policies that influenced the human resource development climate at the school.

3.6 Data Collection Instruments

The researcher contacted respondents using self-administrated questionnaires (SAQs) and interview guides. These two instruments enabled the researcher to cover a large population quickly and at a reasonable cost (Amin, 2005).

3.6.1 Self-Administrated Questionnaire

The study used a Self-administered questionnaire (SAQ) to solicit respondents' views. The SAQs enabled the researcher to cover a large population quickly and at a reasonable cost. Further, SAQs were very suitable for the study respondents on account of their high levels of English literacy. The SAQs were directed towards teachers in the selected primary schools. The SAQ was used because it gave time for respondents to fill in since the researcher left the questionnaires with the respondents for some time. To ease administration, most questions in the instrument were close-ended, that is having options given. The Likert scale was used to collect opinion data.

3.6.2 Interview Guide

An interview guide is an instrument of data collection instrument used to obtain data beyond the SAQs (Amin, 2005). The interview guide was advantageous because it allowed probing, prompting, and clarification of unclear information given by respondents (Amin, 2005). There was one set of interviews directed towards the administrative staff in the selected primary schools. Interviews can add flesh to statistical information. It enabled the investigator to grasp the behavioral context of the data furnished by the respondents. It also permitted the investigator to seek clarifications and bring to the forefront those questions, that, for one reason or another, respondents do not want to answer.

3.7 Data Quality Control

The validity and reliability of the research instrument were ensured as follows:

3.7.1 Validity of Instruments

The validity of the instruments was determined by sending the constructed items to the supervisors for their personal opinion and to give the necessary guidelines. Supervisors were given the instruments to study them on the scale of relevant or irrelevant. After judgment, the researcher computed the content validity index. The instrument was revised until the content

validity index was at least 0.7. This is because 0.7 is the least content validity index recommended in survey studies (Amin, 2005). According to Amin (2005), the content validity index was computed by; Content Validity Index (CVI) = Number of items declared valid / Total number of items in the questionnaire = 33 / 34 = 0.971 Therefore, content validity index = 0.971

3.7.2 Reliability of Instrument

Regarding the reliability of the instrument, a pilot study was done to show the degree of consistency of the instrument to be used. The reliability of the instruments on multi-item variables was tested via the Cronbach Alpha Method (α). The instrument was revised until the alpha value is at least 0.7 which is the recommended reliability value for educational research (Robbins, 2009). This was obtained by; $k | - \frac{\sum \sigma^2 k}{k-1 \sigma^2}$ Where; $\sum \sigma^2 k$ is the sum of variances of the k parts or sections σ is the standard deviation of the test (Amin, 2005).

3.8 Research Procedure

The researcher developed a proposal over about three months under the guidance of the supervisors. Once the proposal was ready, the researcher obtained an introductory letter from the Dean Faculty of Science and Education, Busitema University which was used to seek permission from selected primary schools in West Budama to proceed with the study. Once the permission was granted, the researcher proceeded to collect data. The researcher ensures that the filled questionnaires are collected to avoid loss and misplacement. The data collected were analyzed using appropriate data analysis methods and presented using tables, figures, and verbatim. Then interviews were also conducted. The researcher kept on jotting down the major points during the interviewing exercise. Data obtained will then be analyzed and report on the findings made.

3.9 Data Analysis

Data analysis was in two forms; quantitative and qualitative data analysis.

3.9.1 Quantitative Data Analysis

The collected data on the SAQs were prepared for analysis by editing, then categorizing and entering it into the computer using the Statistical Package for Social Sciences (SPSS) for the generation of summary frequency tables and graphics. The actual data analysis at the univariate level was based on relative frequencies from frequency tables and descriptive statistics. Univariate analysis involves the examination of cases of one variable at a time. Descriptive statistics were used to describe the basic features of the data in a study. They provide simple summaries about the sample and the measures and present quantitative descriptions in a manageable form since they help to simplify large amounts of data sensibly (Quinton, 2010).

OCB was correlated with the respective independent variable concepts at the bivariate level using Pearson's Linear Correlation Coefficient methods as deemed appropriate. At the multivariate level, the dependent variable was regressed on all three independents at a go using multiple linear regression to rank the independent variables in terms of influence on the dependent variable. The researcher used inferential statistics to determine the probability that the null hypothesis was untrue.

3.9.2 Qualitative Data Analysis

Each interview was summarized under a one-page contact summary sheet, capturing the main themes, sub-themes, major events, and critical information on the objectives. Data were organized and summarized using descriptive statistics in a way that yields answers to each research question and objective. Data were interpreted and analyzed into themes that were suitable for the set objectives. This helped the researcher conclude the relationships and differences found in the research results.

3.10 Measurement of Variables OCB

The dependent variable was measured using an OCB already-made questionnaire with items on a five-point scale coded as; 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree. All items were reversed and coded during analysis to appear as if they were positive. The respondents indicated the extent of sustainability by ticking the appropriate answer on the scale. The researcher used a nominal scale of measurement which applies to some common set of characteristics such as age, level of education, and category of respondent.

A number was assigned to each category for identification only. The ordinal measurement was used to categorize and rank the variable being measured by using statements such as “greater than”, “less than” or “equal to” (Quinton, 2010). The Likert scale was used to collect opinion data and this was used to measure the respondent’s beliefs on the contribution of organizational culture to OCB using a five-point scale; 5 = strongly agree, 4 = agree, 3 = undecided, 2 = disagree, 1 = strongly disagree (Quinton, 2010).

3.11 Ethical Considerations

The researcher sought approval and permission from the relevant sources right from Busitema University. the support of the institution is necessary for respondents in different areas to have the will to work with a researcher.

An introductory letter was obtained from the dean of the faculty of Education and Science of Busitema University; it was presented to the respective authorities of the selected schools in West Budama and read to all the respondents. Some of the teachers were worried about protection from the wrath of the school administration for information they were about to fill in the questionnaire. However, this was dealt with by the researcher convincing the participants in the research that, this was purely academic research and their information would not be given to another contradictory group of people.

At one point the respondents were not willing to fill in the questionnaire fearing that the researcher was one of them. Still, I sought the respondents' consent by talking to them in person about the value of this research and asking for their permission to avail information. Others were asking me questions relating to how I was going to deal with their privacy. The privacy of the respondents was dealt with by not involving a section on their names on the questionnaire and each respondent filled the questionnaire in private so that each does not know what the other revealed.

Chapter Four

Presentation, Analysis and Interpretation of Results

4.0 Introduction

Data collected was analyzed using the Statistical Package for Social Sciences (SPSS) computer program. This chapter therefore presents the description of the background of respondents, dependent variable, and independent variable, and ends with testing of pertinent hypotheses.

4.1 Response Rate

Table 4.1: Response Rate

Categories of Respondents	Sample size	Returned instruments	Response Rate (%)
Headteachers	13	12	6.2
Teachers	150	147	87.7
Total	163	159	93.9%

Source: Primary Data

In the study, the sample size was 163 respondents, of these sampled respondents a total of 147 respondents returned the instruments fully completed. 12 headteachers participated in interviews implying a response rate of almost 94%. This was a good response rate because according to Gray (2009), any response rate above 70% is recommendable for educational research. Table 4.1 provides a summary of response rates:

4.2 Results on the Background Characteristics of Respondents

The researcher collected data on the background of the respondents. This information was assumed to be valuable to the study because it would help in determining whether the data collected is appropriate for the study population. Therefore, in this Section, the distribution of respondents by category (age, gender, marital status, academic qualification, and length of working) this demographic composition can give clearer reasons for engagement which in turn shapes OCB.

Table 4.2: Demographic Information of the Teachers (n=147)

Character	Category	Number	Percentage
Age Group	Less than 30	14	9.5
	Between 30 and 40	53	36
	Above 40	80	54.5
	Total	147	100%
Gender	Male	82	55.8
	Female	65	44.2
	Total	147	100%
Marital Status	Married	124	84.3
	Single	23	15.5
	Total	147	100%
Academic Level	Grade III	65	43.5
	Diploma	67	45.5
	Bachelor Degree	15	10.0
	Master's Degree	2	1.0
	Total	147	100%
Length of service	Below 5 years	48	32.7
	5-10 years	70	47.6
	Over 10years	29	19.7
	Total	147	100%

Source; primary data (2022)

According to Table 4.2, the majority, 70 of the respondents (almost 55%) were above 40 years while 14 respondents (almost 10%) were below the age of 30. 53 respondents (almost 36%) were between 30 and 40 years old. The majority (over 90%) of the respondents were above 40 years. This implied that the majority of the teachers in West Budama are mature enough and confident to answer the questions put to them.

According to the above table, 82 respondents, the majority (over 55%) were males while 65 respondents (44%) were females. This implied that West Budama primary schools are dominated by male teachers. The fact that the males were more than the females in the distribution was not surprising because the Headteacher revealed this in his interview. The distribution enabled the researcher to obtain data from both the males and the females which helped in understanding the views of different sexes on the variables investigated.

The table further shows that the majority, (124) of respondents were married with over 80%. while the singles were the minority, 23 respondents (almost 16%), suggesting that most of the primary teachers in West Budama are married and therefore considered to be socially responsible people. The table above also shows that of the 147 respondents who returned the questionnaires and attended the interviews, 147 of them (almost 100%) declared their academic qualifications. From Table 4.4, the majority (over 45%) of respondents were Diploma holders while 65 respondents (almost 44%) had grade III. 15 (10%) declared they were degree holders. Only 2 respondents (1%) had Master's degrees. Cumulatively, the majority of the teachers in West Budama (89%) were diploma holders and below, implying that most respondents were not qualified as per the current requirement of a minimum of a bachelor's degree. This suggests that the majority of the teachers in West Budama School have no minimum qualifications required for one to teach in Ugandan primary schools according to the new policy.

The table also shows that many respondents, 48 of them (over 32%) had worked at the current primary School for a period below 5 years, while the majority, 70 respondents (over 47%) had worked for a period between 5 years and 10 years yet only 29 respondents (almost 20%) had served for over 10 years. Cumulatively, over 67% of the respondents had been in service at the school for ten years and above. Most teachers have overstayed in the schools according to the civil service standing order.

4.3 Description of the Dependent Variable: Organizational Citizenship Behaviour

Organizational Citizenship Behavior, the dependent variable was theorized as altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. Thus, using twenty-four quantitative questions, respondents rated themselves on organizational citizenship behavior in selected primary schools in West Budama using responses based on Likert's scale ranging from 1 = Strongly agree, 2 = Agree, 3 = Not sure (Neutral), 4 = Disagree 5 = Strongly disagree

Table 4.3: Descriptive statistics on respondents' self-rating on Teacher Involvement

Statements of Involvement and the Responses		Frequency	Percentage
I help others who have heavy workloads	Strongly Agree	36	25%
	Agree	90	61%
	Neutral	15	10%
	Dis agree	3	2%
	Strongly disagree	3	2%
	Total	147	100%
I am a teacher who loves to be pushed to do my tasks	Strongly agree	6	4%
	Agree	8	6%
	Neutral	10	7%
	Dis agree	43	29%
	Strongly disagree	80	54%
	Total	147	100%
I believe in giving an honest day's work for an honest day's pay	Strongly agree	29	20%
	Agree	70	48%
	Neutral	10	7%
	Dis agree	20	13%
	Strongly disagree	18	12%
	Total	147	100%
I don't complain about trivial matters	Strongly agree	50	34%
	Agree	72	49%
	Neutral	4	3%
	Dis agree	12	8%
	Strongly disagree	9	6%
	Total	147	100%
I try to avoid creating problems for fellow teachers	Strongly agree	56	38%
	Agree	49	33%
	Neutral	12	8%
	Dis agree	20	14%
	Strongly disagree	10	7%
	Total	147	100%
I keep abreast of changes in the school	Strongly agree	31	21%
	Agree	68	46%

	Neutral	23	16%
	Dis agree	20	14%
	Strongly disagree	5	3%
	Total	147	100%
I tend not to make “mountains out of molehills”	Strongly agree	51	35%
	Agree	70	48%
	Neutral	3	2%
	Dis agree	13	8%
	Strongly disagree	10	7%
	Total	147	100%
I consider the impact of my actions on fellow teachers	Strongly agree	30	20%
	Agree	77	53%
	Neutral	14	10%
	Dis agree	18	12%
	Strongly disagree	8	5%
	Total	147	100%
I attend meetings that are not mandatory but are considered important	Strongly agree	15	10%
	Agree	71	48%
	Neutral	12	8%
	Dis agree	38	26%
	Strongly disagree	11	7%
	Total	147	100%
I am always ready to lend a helping hand to those around me.	Strongly agree	60	41%
	Agree	76	51%
	Neutral	3	2%
	Dis agree	7	5%
	Strongly disagree	2	1%
	Total	147	100%
I attend functions that are not required, but help the school image	Strongly agree	40	27%
	Agree	63	43%
	Neutral	11	7%
	Dis agree	23	16%
	Strongly disagree	10	7%
	Total	147	100%
I read and keep up with the school announcements and memos	Strongly agree	38	26%
	Agree	81	55%
	Neutral	8	5%
	Dis agree	12	8%
	Strongly disagree	8	6%
	Total	147	100%
I help others who have been absent	Strongly agree	44	30 %
	Agree	78	53%
	Neutral	8	5%
	Dis agree	14	10%
	Strongly disagree	3	2%
	Total	147	100%
I do not abuse the rights of others	Strongly agree	48	33%

	Agree	69	47%
	Neutral	4	3%
	Dis agree	19	13%
	Strongly disagree	7	5%
	Total	147	100%
I willingly help others who have work-related problems	Strongly agree	32	22%
	Agree	83	56%
	Neutral	9	6%
	Dis agree	15	10%
	Strongly disagree	8	5%
	Total	147	100%
I always focus on the positive	Strongly agree	37	25%
	Agree	70	48%
	Neutral	9	6%
	Dis agree	23	16%
	Strongly disagree	8	5%
	Total	147	100%

The source is primary data (2022)

Table 4.3 indicates the teachers' responses to the various statements on the involvement of teachers in school administration. For instance, in statement number one, the researcher inquired from the respondents whether they help others who have heavy workloads; the majority (126 or 86%) of the teachers responded that they always help those with heavy workloads. The fact that the majority of the responses were above 50% of the total responses implies that teachers in West Budama Primary schools help others who have heavy workloads.

Regarding item "I am the teacher who loves to be pushed to do my tasks" the majority of the respondents (over 83%) disagreed that they are the kind of teachers who need to be pushed to do their tasks" compared to their counterparts (about 10%) who agreed with the matter. thus, corresponding to the fact that the majority of the primary school teachers in West Budama need not be pushed to do their tasks.

Focusing on the item “I believe in giving an honest day’s work for an honest day’s pay,” cumulatively, 38 respondents (almost 25%) disagreed with the issue while cumulatively, 99 respondents (over 74%) supported the matter. A total of 10 respondents (over 7%) did not take a side regarding the question. This corresponds to the fact that teachers in West Budama primary schools believe in giving an honest day’s work for an honest day’s pay.

On the item “I don’t complain about trivial matters,” 30 respondents (over 21%) disagreed with the matter while 122 respondents (over 83%) were agreement with the issue. A total of 23 respondents (almost 16%) remained neutral. This corresponds to the fact that teachers in West Budama Primary schools don’t complain about trivial matters.

Referring to item “I try to avoid creating problems for fellow teachers,” cumulatively, a number of the respondents (29%) disagreed with the issue that teachers try to avoid creating problems for fellow teachers while cumulatively, 97 respondents (almost 75%) were in line with the matter. A total of 12 respondents (over 8%) did not take a side regarding the matter. This fair rating is confirmed by a fair mean value = 2.9 and a small standard deviation = 0.89 thus corresponding to the fact that teachers in West Budama primary schools try to avoid creating problems for fellow teachers.

Cumulatively, 25 respondents (almost 17%) disagreed with the issue that teachers keep abreast of changes in the school while many respondents, while 99 of them (almost 67%) agreed that teachers keep abreast of changes in the school. A total of 23 respondents (almost 16%) never took a side about the statement. This fair rating is a confirmation that teachers in the selected primary schools keep abreast of changes in the school.

Cumulatively, the majority of the respondents (83%) agreed with the matter they tend not to make “mountains out of molehills” while 23 respondents (15%) were in disagreement with the statement that they tend not to make “mountains out of molehills” yet a small

percentage (2%) of the respondents were undecided. This fair rating is confirmed that teachers in the selected primary schools tend not to make “mountains out of molehills”.

According to Table 4.6, 107 respondents (over 70%), which is the majority supported the view that they consider the impact of their actions on fellow teachers. A total of 14 respondents (over 10%) did not show their stand while only 26 respondents (over 17%) disagreed with the question. This corresponds to the fact that teachers in these primary schools consider the impact of their actions on fellow teachers.

Cumulatively, several respondents (almost 33%) disagreed with the issue that teachers attend meetings that are not mandatory but are considered important while cumulatively, 86 respondents (almost 58%) agreed with the matter. This implies that teachers attend meetings that are not mandatory but are considered important. Looking at item “I am always ready to lend a helping hand to those around me,” cumulatively, the majority of the respondents (almost 92%) supported the question while cumulatively, only 9 respondents (over 6%) did not support the issue.

Cumulatively, the majority of the respondents (almost 70%) agreed that teachers attend functions that are not required but help the school image. 119 respondents (over 81%) agreed that teachers read and keep up with the school announcements and memos, and 122 respondents (almost 83%) agreed that teachers help others who have been absent. Such empirical findings clearly show higher levels of OCB among teachers in West Budama primary schools. 115 teachers agreed that they are always willing to help those absent. 107 say that they always focus on the positives while interacting with other workers at school. The above quantitative findings regarding the involvement of teachers agree with those obtained qualitatively through the interviews conducted with selected school head teachers. Those interviewed are remembered saying; *“Teachers take steps to prevent problems with other fellow teachers”, “Teachers find it easy to take on extra work,” “I never find fault with what the school is doing,”* and *“Staff obeys the school rules and regulations even when no*

one is watching,” “Teachers mindful of how my behavior affects other people’s job,” “We help orient new people even though it is not required.”

Several administrators in the selected primary schools categorically said that teachers need empowerment in decision-making. This implies that teachers need the opportunity and space to participate in decision-making at a level that is beyond the classroom. Such involvement leads to teachers’ creativity, contributing to the running of their schools.

However, some teachers who preferred to talk off-record said

The headteacher and his deputy are the only two people involved in this critical decision-making area. Teachers are not consulted at all and at times their friends are given very good classes whilst if you are not in the camp, you are given the worst classes. We are not happy at all and to make matters worse we can’t complain because once you do so, the next thing is to find yourself in serious trouble, they went on to give an example. Teaching load allocation is normally done by the head in consultation with the deputy as well as the heads of departments. Worse still, the professionals who do the actual teaching are left out in the dark

Some headteachers when presented with the above statement had this to say

I involve all my teachers in critical decision-making areas, however, there are certain times when I just call the heads of departments to finalize teaching loads without involving teachers. These heads will be representing their teachers; therefore, teachers should not complain because they will be represented.

Such views and many others clearly show higher levels of OCB among teachers in these primary schools. To give an overall picture of how rated themselves on the organizational citizenship behavior in the schools, an average index (“OCB” to imply organizational citizenship behavior) was computed from the sixteen questions in Table 4.6 and Table 4.7 giving pertinent descriptive statistics:

Table 4.4: Common summary descriptive statistics on respondents' self-rating on organizational citizenship behavior

Statistic		Value
Mean		3.41
95% Confidence Interval	Lower	3.30
	Upper	3.52
Median		3.43
Standard Deviation		0.46
Minimum		2.06
Maximum		4.38
Range		2.31
Skewness		-0.32

Source; Primary data (2022)

According to Table 4.4, respondents' ratings on organizational citizenship behavior in the primary schools were average (mean = 3.41 and median = 3.43) with opinions ranging from 3.30 to 3.52 at the 95 percent confidence level. Despite the average rating, Table 4.7 reflects that some respondents scored very poor is a minimum of 2.06 while others scored best is a maximum of 4.38. This gave a wide disparity as reflected by a high range of 2.31. Secondly, there was a similarity in respondents' opinions regarding organizational citizenship behavior in West Budama Primary schools (small deviation value = 0.46) suggesting that respondents' views regarding organizational citizenship behavior in these primary schools do not differ so much from one respondent to another. The difference in opinion as regards low, and high levels of organizational citizenship behaviour in West Budama Primary schools was at 2.31 and is supported by the aforementioned standard deviation (0.46). Also, from Table 4.7, we find that there was almost no skew, suggesting that the respondents' opinions were almost normally distributed (Skewness = -0.32) that is to say their opinions were centrally located.

4.4 Independent Variable: Organizational Culture

The independent variable, Engagement culture was conceptualized as human resource development climate, staff recognition, and staff involvement.

4.4.1 Teacher Career Development Climate

The teacher career development climate was further conceptualized as comprehensive training, an employee-friendly work environment, and career development. Thus, using eight quantitative questions, respondents in the selected primary schools rated themselves on the eight aspects of teacher career development climate with responses being based on

Likert's scale ranges from 1 = strongly disagree, 2 = disagree, 3 undecided, 4 = agree and 5 = strongly agree. Table 4.5 shows pertinent frequency tables:

Table 4.5: Descriptive statistics on respondents' self-rating on Teacher Career development climate

Statements of teacher career development and the responses		Frequency	Percentage
I see many chances for career growth in this school because it's planned by relevant authorities	Strongly agree	36	25%
	Agree	59	40%
	Neutral	10	7%
	Dis agree	30	20%
	Strongly disagree	12	8%
	Total	147	100%
I need to upgrade to get a good Salary scale	Strongly agree	5	3%
	Agree	21	14%
	Neutral	10	7%
	Dis agree	71	48%
	Strongly disagree	40	27%
	Total	147	100%
When I upgrade I will be promoted	Strongly agree	26	18%
	Agree	76	52%
	Neutral	3	2%
	Dis agree	32	21%
	Strongly disagree	11	8%
	Total	147	100%

I need to upgrade to improve on my performance	Strongly agree	56	38%
	Agree	63	43%
	Neutral	5	3%
	Dis agree	21	15%
	Strongly disagree	2	1%
	Total	147	100%
The school and government recognize any additional qualifications.	Strongly agree	67	46%
	Agree	26	18%
	Neutral	11	7%
	Dis agree	31	21%
	Strongly disagree	12	8%
	Total	147	100%
Each teacher's training needs are identified to develop critical skills	Strongly agree	30	20%
	Agree	61	42%
	Neutral	8	5%
	Dis agree	39	27%
	Strongly disagree	9	6%
	Total	147	100%
I have the skills needed for the assigned work.	Strongly agree	4	3%
	Agree	15	10%
	Neutral	9	6%
	Dis agree	89	61%
	Strongly disagree	30	20%
	Total	147	100%
My salary is equivalent to my workload and qualification	Strongly agree	5	3%
	Agree	20	24%
	Neutral	14	10%
	Dis agree	18	12%
	Strongly disagree	90	61%
	Total	147	100%
I see myself staying longer in the teaching profession	Strongly agree	40	27%
	Agree	72	49%
	Neutral	7	5%
	Dis agree	19	13%
	Strongly disagree	9	6%
	Total	147	100%

Source; Primary data (2022)

Table 4.5 shows pertinent frequency tables and percentages about respondents' self-rating on human resource development climate in West Budama Primary Schools. Looking at the item "I see many chances of career growth in this school because it's planned by relevant authorities," cumulatively, the majority of the respondents (almost 65%) agreed with the statement. A total of 10 respondents (almost 7%) remained neutral while cumulatively, only 42 respondents (almost 28%) disagreed that the schools have committees that plan the career development of the teaching staff. This fair rating confirmed the fact that the schools have chances to upgrade.

On the item "I need to upgrade to get a good salary scale," cumulatively, the majority of the teachers in the schools (over 70%) revealed that upgrading is not a sure way of improving the remuneration. A total of 10 respondents (over 7%) were undecided while only 26 teachers (over 17%) supported the matter. This poor rating confirms the fact that the efforts of the teachers to upgrade are never appreciated.

On the item "I need to upgrade to improve on my performance," cumulatively, the minority of the teachers in the schools (43 over 17%) revealed that upgrading is not a sure way of improving on performance. A total of 3 respondents (over 2%) were undecided while the majority, 102 teachers (over 70%) supported the matter. This fair rating confirms the fact that the efforts of the teachers to upgrade are directly proportional to the class performance.

Looking at the item "The school and government recognize any additional qualification," cumulatively, 93 respondents (almost 67%) disagreed with the statement, that any individual teacher's career development is not taken as an important issue by the government and school top management while cumulatively, only 43 respondents (almost 29%) supported the view that the development of individual teachers' careers is taken as an important issue by the government and school top management. A total of 11 respondents (almost 7%) remained silent about the matter. This poor rating is confirmed by the fact that

the development of individual teachers' careers is not taken as an important issue by the government and the school's top management.

On the item "Teachers in this school are sponsored for further career training," cumulatively, a small number of the respondents (almost 6%) agreed that teachers' schools are sponsored for further career training while cumulatively 5 respondents (almost 3%) did not take a side regarding the issue. The majority of 120 respondents (almost 83%) disagreed. This poor rating is confirmed by the majority of the teachers in this school are not sponsored for further career training.

On the item "Each teacher's training needs are identified to develop critical skills needed for the assigned work," cumulatively, 91 respondents (over 62%) supported the matter while 48 respondents (almost 33%) disagreed. A total of 8 respondents (almost 5%) remained silent about the statement. This fair rating confirms the fact that Each teacher's training needs are identified to develop critical skills needed for the assigned work.

The above quantitative findings regarding human resource development climate agree with those obtained qualitatively through the interviews conducted with selected school administrators. Those interviewed are remembered saying; *"The government policy encourages the teachers to continue with their career development"* *"The management of the school has a clear policy on the career development of the teaching staff,"* *"The development of individual teachers' careers is taken as an important issue by the school top management,"* *"The school provides every teacher with opportunities to choose a career path to suit the individual's core competence,"* *"Each teacher's training needs are identified to develop critical skills needed for the assigned work"* *"My salary is equivalent to my workload and qualification"* this matter left many administrators silent, though some said clearly that the salaries are still very low compared to other government workers.

Many school administrators generally agree that Perceived Teacher career development is important because it improves the teacher professionally, academically, and technically. However, most headteachers think it is inadequately supported and motivated. At all levels (national, district, ward, and school levels), Teacher Professional Development is poorly coordinated and rarely budgeted for. Some school heads said that career development should be in mathematics and science but not in all subjects. For instance, one shared that: *“We have mathematics. It is one of the subjects that need frequent training. We also have science. Because most of the things are done practically. If you don’t retool yourself, sometimes you may not deliver the right things to the children”*.

The theme of extrinsic factors encloses categories and subcategories that are related to the external aspects of the surroundings of teachers which may affect their motivation for career development. The category of incentives and remuneration includes factors that are related to the livelihoods and lives of teachers in the district of Tororo. Especially salary-related issues had a very significant role in headteacher interviews as half of the interviewees criticized the insufficiency of the current pay rate. A comment from one of the headteachers sums up the general salary dissatisfaction among the teachers *“They complain about the ratio. All the teachers complain about money, money, money...That’s what they complain about.”*

To give an overall picture of how rated themselves on human resource development climate, an average index (“HRDC” to imply human resource development climate) was computed from the eight questions in Table 4.5 and Table 4.6 giving pertinent descriptive statistics:

Table 4.6: Common summary descriptive statistics on respondents’ self-rating on human resource development climate

Statistic		Value
Mean		3.03
95% Confidence Interval	Lower	2.92
	Upper	3.13
Median		3.00
Standard Deviation		0.42
Minimum		2.00
Maximum		3.88
Range		1.88
Skewness		-0.36

Source; Primary data (2022)

According to Table 4.6, respondents’ ratings on the human resource development climate in West Budama primary schools were average (mean = 3.03 and median = 3.00) with opinions ranging from 2.92 to 3.13 at the 95 percent confidence level. Despite the average rating, Table 4.9 reflects that some respondents scored very poor is a minimum of 2.00 while others scored best is a maximum of 3.88. This gave a wide disparity as reflected by a high range of 1.88. Secondly, there was a similarity in respondents’ opinions regarding the human resource development climate in primary schools (small deviation value = 0.42) suggesting that respondents' views regarding the human resource development climate in West Budama primary schools do not differ so much from one respondent to another. The difference in opinion as regards low and high levels of human resource development climate in these schools was at 1.88 and is supported by the aforementioned standard deviation (0.42). Also, from Table 4.6, we find that there was almost no skew, suggesting that the respondents’ opinions were almost normally distributed (Skewness = -0.36) that is to say their opinions were centrally located.

To test whether human resource development climate has a positive relationship with organizational citizenship behavior, the two indexes, namely; human resource development climate (“HRDC”) and organizational citizenship behavior (“OCB”) were co-related using Pearson’s linear co-relation co-efficient as shown in Table 4.7.

Table 4.7: Pearson’s linear correlation coefficient between HRDC and OCB

		HRDC	OCB
HRDC	Pearson’s correlation	1	0.361** 0.003
	Sig. (2-tailed)	-	147
	N	147	
OCB	Pearson’s correlation	0.361**	1
	Sign. (2-tailed)	0.003	-
	N	147	147

Source; Primary data (2022)

** Correlation is significant at the 0.05 level (2-tailed)

Table 4.7 shows that the correlation between the two indices yielded $r = 0.361$ whose Sig. = 0.003 which is less than $\alpha = 0.05$. There is a statistically significant positive moderate relationship between HRDC and OCB ($r=0.361$). Hence the null hypothesis is rejected and the alternative hypothesis is that human resource development climate has a positive relationship with organizational citizenship behavior.

4.4.2 Staff Recognition

Staff recognition was further conceptualized as promotions, certificates of achievements, and appreciation. Thus, using eight quantitative questions, respondents in West Budama selected Primary Schools rated themselves on the eight aspects of staff recognition with responses being based on a Likert’s scale ranging from 1 = strongly disagree, 2 = disagree, 3 undecided, 4 = agree and 5 = strongly agree.

Table 4.8: Shows descriptive statistics on respondents' self-rating on staff recognition

Statements of teacher recognition and the responses		Frequency	Percentage
I am recognized for my work.	Strongly agree	32	22%
	Agree	83	56%
	Neutral	13	9%
	Dis agree	10	7%
	Strongly disagree	9	6%
	Total	147	100%
I receive formal recognition for my contribution to the school	Strongly agree	40	27%
	Agree	62	42%
	Neutral	10	7%
	Dis agree	25	17%
	Strongly disagree	10	7%
	Total	147	100%
I receive informal recognition for my contribution to the school.	Strongly agree	8	5%
	Agree	73	50%
	Neutral	7	5%
	Dis agree	40	27%
	Strongly disagree	19	13%
	Total	147	100%
I am satisfied with my school's current recognition program	Strongly agree	21	14%
	Agree	76	52%
	Neutral	8	5%
	Dis agree	32	22%
	Strongly disagree	10	7%
	Total	147	100%
The nature of my job allows me adequate opportunity to be recognized.	Strongly agree	28	19%
	Agree	75	51%
	Neutral	7	5%
	Dis agree	27	19%
	Strongly disagree	10	7%
	Total	147	100%
I feel that my work is valued and appreciated	Strongly agree	42	29%
	Agree	60	41%
	Neutral	7	5%
	Dis agree	24	16%
	Strongly disagree	14	10%
	Total	147	100%
I am recognized for my work by all the Stakeholders.	Strongly agree	37	25%
	Agree	68	46%
	Neutral	13	9%
	Dis agree	24	16%
	Strongly disagree	5	3%
	Total	147	100%
I enjoy the sense of belonging in this school	Strongly agree	23	16%

Agree	75	51%
Neutral	10	7%
Dis agree	30	20%
Strongly disagree	9	6%
Total	147	100%

Source; Primary data (2022)

Table 4.8 shows pertinent frequency tables and means about respondents' self-rating on staff recognition in selected primary schools in West Budama. According to the table, all the eight items used to measure staff recognition in these schools had higher cumulative percents lying on the side representing good levels of staff recognition. For example,

Cumulatively, 115 respondents (almost 75%) revealed that teachers are recognized for their work as compared to their counterparts, only 19 respondents (over 13%) disagreed. A total of 13 respondents (over 9%) were undecided. This good rating is confirmed by the fact that primary school teachers in West Budama are recognized for the work they do.

Table 4.8 shows that cumulatively, 102 respondents (almost 69%) revealed that they receive formal recognition for their contribution to the school while cumulatively, only 35 respondents (over 24%) disagreed with the matter. A total of 10 respondents (almost 7%) never took a side regarding the issue. This good rating is confirmed by the fact that teachers receive formal recognition for their contribution to the school.

On the item "I receive informal recognition for my contribution to the school," the majority of respondents, 81 did not support the statement while 40% of respondents (59) agreed with the matter yet several (7) respondents (almost 4%) did not take a side. This poor rating suggests that teachers in West Budama rarely receive informal recognition for their contribution to the school.

Cumulatively, 97 respondents (almost 66%) revealed that they are satisfied with their school's current recognition program. A total of 8 respondents (over 5%) were undecided

while cumulatively, 42 respondents (29%) disagreed. This fair rating is the fact that teachers in the selected primary schools are satisfied with their school's current recognition program.

Cumulatively, 103 respondents, the majority (over 70%) supported the idea that the nature of their jobs allows them adequate opportunity to be recognized. 7 respondents (almost 5%) remained neutral while 37 respondents (26%) disagreed.

Cumulatively, 102 respondents (almost 70%) agreed that they feel that their work is valued and appreciated while cumulatively, 38 respondents (26%) didn't support the view that in their schools, they are recognized for their work. Such findings suggest that these primary schools recognize teachers.

Cumulatively, 98 respondents (almost 67%) agreed that they feel a sense of belonging to their schools, and 39 respondents (26%) didn't support the view that they feel a sense of belonging in their schools. Such findings suggest that these primary school teachers have a sense of belonging the 26% who never supported the statement is significant and over 10% that didn't take any side, this shouldn't be swept under the carpet.

The above quantitative findings regarding staff recognition in the selected primary schools agree with those obtained qualitatively through the interviews conducted with selected school administrators of some schools. Those interviewed are remembered saying;

“Teachers are recognized for their work,” “Teachers receive formal recognition for their contribution to the school,” “Teachers receive informal recognition for their contribution to the school,” “Teachers are satisfied with the school's current recognition program, and feel motivated when recognized for any service rendered to the school” “The nature of their jobs allows them adequate opportunity to be recognized, “Teachers always feel at home while at school”

Such views and many others clearly show that primary school administrators recognize the staff. To give an overall picture of how rated themselves on staff recognition, an average index (“StaffR” to imply staff recognition) was computed from the eight questions in Table 4.8 and Table 4.9 giving pertinent descriptive statistics:

Table 4.9: Common summary descriptive of respondents’ self-rating on staff recognition

Statistic		Value
Mean		3.54
95% Confidence Interval	Lower	3.42
	Upper	3.67
Median		3.57
Standard Deviation		0.54
Minimum		2.14
Maximum		4.57
Range		2.43
Skewness		-0.40

Source; Primary data (2022)

According to Table 4.9, respondents’ ratings on staff recognition in the selected primary schools were average (mean = 3.54 and median = 3.57) with opinions ranging from 3.42 to 3.67 at the 95 percent confidence level. Despite the average rating, Table 4.9 reflects that some respondents scored very poorly a minimum of 2.14 while others scored best which is a maximum of 4.57. This gave a wide disparity as reflected by a high range of 2.43. Secondly, there was a similarity in respondents’ opinions regarding staff recognition in West Budama primary schools (small deviation value = 0.54) suggesting that respondents' views regarding staff recognition in these primary schools do not differ so much from one respondent to

another. The difference in opinion as regards low and high levels of staff recognition in the schools was at 2.43 and is supported by the aforementioned standard deviation (0.54). Also, from Table 4.9, we find that there was almost no skew, suggesting that the respondents' opinions were almost normally distributed (Skewness = -0.40) that is to say their opinions were centrally located.

To test whether staff recognition has a positive relationship with organizational citizenship behavior, the two indexes, namely; staff recognition ("StaffR") and organizational citizenship behavior ("OCB") were co-related using Pearson's linear correlation coefficient as shown in

Table 4.10: Pearson's linear correlation coefficient between staff recognition and OCB

		Staff Recognition	OCB
Staff Recognition	Pearson's correlation	1	0.592**
	Sig. (2-tailed)	-	0.003
	N	147	147
OCB	Pearson's correlation	0.592**	1
	Sign. (2-tailed)	0.003	-
	N	147	147

Source; Primary data (2022)

** Correlation is significant at the 0.05 level (2-tailed)

Table 4.10 shows that the correlation between the two indices yielded $r = 0.592$ whose Sig. = 0.000 which is less than $\alpha = 0.05$. The relationship between Teacher recognition and organizational citizenship behaviors in West Budama primary schools was found to be positive, strong, and statistically significant ($r=0.592$; Beta = 0.531). Hence the null hypothesis is rejected and the alternative hypothesis that staff recognition has a positive

relationship with organizational citizenship behavior is accepted at the 5% level of significance.

4.4.3 Teacher's Involvement

Teacher involvement was further conceptualized as teamwork, communication, decision-making, and planning. Thus, using six quantitative questions, teachers in the selected primary schools rated themselves on the six aspects of staff involvement with responses being based on a Likert scale ranging from 1 = strongly disagree, 2 = disagree, 3 undecided, 4 = agree and 5 = strongly agree. Table 4.11 shows pertinent frequency tables and means:

Table 4.11: Descriptive statistics on respondents' self-rating on teacher Involvement

Statements of teacher Involvement and the responses		Frequency	Percentage
My teaching career is very central to my life.	Strongly agree	37	25%
	Agree	75	51%
	Neutral	9	6%
	Dis agree	20	14%
	Strongly disagree	6	4%
	Total	147	100%
I participate in the success of my departmental team	Strongly agree	58	39%
	Agree	42	29%
	Neutral	8	5%
	Dis agree	24	16%
	Strongly disagree	15	11%
	Total	147	100%
I am involved in several decisions making and my decision counts.	Strongly agree	42	29%
	Agree	65	44%
	Neutral	8	5%
	Dis agree	23	16%
	Strongly disagree	9	6%
	Total	147	100%
I have my best friend in this school	Strongly agree	33	23%
	Agree	87	59%
	Neutral	8	5%
	Dis agree	12	8%
	Strongly disagree	7	5%
	Total	147	100%
When am at school at school I forget everything else around me.	Strongly agree	37	25%
	Agree	80	54%

	Neutral	9	6%
	Dis agree	11	7%
	Strongly disagree	10	7%
	Total	147	100%

Source; Primary data (2022)

Table 4.11 shows pertinent frequency tables and means about respondents' self-rating on staff involvement in selected primary schools in West Budama. According to the table, cumulatively, 112 respondents (almost 76%) revealed that their teaching career is very central to their lives, and 26 respondents (over 18%) argued that the teaching job is not central to their lives. A total of 9 respondents (over 6%) were undecided. These findings suggest that teachers in these primary schools consider their jobs to be central to their lives.

On the item "I participate in the success of my departmental team," cumulatively, 107 respondents (over 73%) supported the issue. A total of 8 respondents (over 5%) remained neutral while cumulatively, 32 respondents (almost 22%) reported they rarely participate in the success of their departmental team. The percentage (over 73%) is very good indicating maximum departmental participation by all the teachers in the sample schools.

Cumulatively, the majority of the respondents (almost 74%) revealed that they participate in decision-making and what they say counts, 32 respondents (almost 22%) disagreed with the statement claiming that whatever happens in the school comes to them as a surprise. A total of 8 respondents (almost 5%) were undecided. This means teachers in these primary schools participate in decision-making for the school.

Cumulatively, 119 respondents (over 82%) agreed that they have best friends in the school while 19 respondents (over 13%) disagreed with this statement, whereas 8 respondents (almost 5%) remained neutral to the statement. According to Table 4.11, cumulatively, 117 respondents (almost 79%) supported the idea that they forget everything else around them

while at school yet 21 respondents (over 14%) denied this. These findings imply that teachers in these primary schools are involved in all the affairs of the school.

The above quantitative findings regarding staff involvement in primary schools agree with those obtained qualitatively through the interviews conducted with selected school administrators. Those interviewed are remembered saying; *“Teachers are involved in choosing team leaders for specific tasks in the school,” “Teachers participate in the success of their departmental team,” “Teachers participate in the decision-making for the school,” “Teachers are friendly and can work together,” “Teachers are very serious on any matter concerning the school.”*

Such views and many others clearly show teachers in the selected primary schools are involved in all school affairs. To give an overall picture of how rated themselves on staff involvement, an average index (“StaffInvo.” to imply staff involvement) was computed from the six questions in Table 4.11 and Table 4.12 giving pertinent descriptive statistics:

Table 4.12: Common summary descriptive statistics on respondents’ self-rating on staff involvement.

Statistic	Value
Mean	3.32
95% Confidence Interval Lower Upper	3.21
	3.43
Median	3.40
Standard Deviation	0.49
Minimum	2.40
Maximum	4.60
Range	2.20
Skewness	0.32

Source; Primary data (2022)

According to Table 4.12, respondents' ratings on staff involvement in these primary schools were average (mean = 3.32 and median = 3.40) with opinions ranging from 3.12 to 3.43 at the 95 percent confidence level. Despite the average rating, Table 4.12 reflects that some respondents scored very poor is a minimum of 2.40 while others scored best is a maximum of 4.60. This gave a wide disparity as reflected by a high range of 2.20. Secondly, there was a similarity in respondents' opinions regarding staff involvement in the selected primary schools (small deviation value = 0.49) suggesting that respondents' views regarding staff involvement in these schools do not differ so much from one respondent to another. The difference in opinion as regards low and high levels of staff involvement in the schools was at 2.20 and is supported by the aforementioned standard deviation (0.49). Also, from Table 4.12, we find that there was almost no skew, suggesting that the respondents' opinions were almost normally distributed (Skewness = 0.32) that is to say their opinions were centrally located.

To test whether there is a positive relationship between staff involvement and organizational citizenship behavior, the two indexes, namely; staff involvement ("StaffInvo.") and organizational citizenship behavior (OCB) were co-related using Pearson's linear co-relation co-efficient as shown in Table 4.13.

Table 4.13: Pearson's linear correlation coefficient between staff involvement and OCB

		Staff Involvement	OCB
Teacher Involvement	Pearson's correlation	1	0.631**
	Sig. (2-tailed)	-	0.000
	N	147	147
OCB	Pearson's correlation	0.631**	1
	Sign. (2-tailed)	0.001	-
	N	147	147

Source; Primary data (2022)

** Correlation is significant at the 0.05 level (2-tailed)

Table 4.13 shows that the correlation between the two indices yielded $r = 0.631$ whose Sig. = 0.000 which is less than $\alpha = 0.05$. This shows that the relationship between teacher involvement and organizational citizenship behaviors in West Budama primary schools was found to be positive, strong, and statistically significant ($r=0.631$; Beta = 0.283). Hence the null hypothesis is rejected and the research hypothesis that there is a positive relationship between staff involvement and organizational citizenship behavior is accepted at the five percent level of significance.

4.5 Testing Hypotheses: Multivariate Level

The dependent variable (DV), Organizational Citizenship Behavior (OCB) was regressed on the Independent Variables (IVs) that is Human Resource Development Climate (HRDC), staff recognition ("StaffR"), and staff involvement ("StaffInvo.") using SPSS. A mathematical model was developed of the form;

Where any beta was positive, it implied that the DV (OCB) was positively related to the corresponding IV; and where any beta was negative, it implied that the DV (OCB) was negatively related to the corresponding IV. Each of these betas was accompanied by a

significant p-value which was used to determine whether a given beta was significant. SPSS was used to generate relevant statistics including the betas and their p values. But before there among other statistics, the “adjusted R square” was 0.449 which when multiplied by 100 is almost 50 giving the percentage of the DV (OCB), the three IVs explained. Table 4.14 gives Fisher’s ratio (F) and its significance (p) value:

Table 4.14: ANOVA Results on Regression OCB on HRDC, Staff Recognition, and Involvement

Model	Sum of squares	df	Mean square	F	Sig.
Regression	6.332	12	2.111	15.479	0.000
Residual	7.772	147	0.136		
Total	14.104	159			

Source; Primary data (2022)

Based on Table 4.14, the F is high or significant that is 15.479 accompanied by a Sig. value 0.000 which was less than 0.05 hence a good regression model. Table 4.13 gives the respective betas and their corresponding significances or p values.

Table 4.15: Regression of OCB on HRDC, staff recognition and involvement

Independent Variable	Standardized coefficient Beta (β)	Significance (p)
HRDC	0.291	0.011
Staff recognition	0.531	0.000
Staff involvement	0.283	0.010

Source; Primary data (2022)

According to Table 4.15, the first independent variable (HRDC), is accompanied by a positive beta (0.291) suggesting a positive correlation between HRDC and the dependent

variable (OCB). However, the observed Sig. (p) which was given as 0.011 which was far lower than the benchmark Sig. (p) value of 0.05, suggesting a significant correlation at the 5% level.

Further, results in Table 4.15 reveal that the second independent variable (staff recognition), was accompanied by a positive beta (0.531) suggesting a positive correlation between staff recognition and the dependent variable (OCB). However, the observed Sig. (p) which was given as 0.000 which is far lower than the benchmark Sig. (p) value of 0.05, suggesting a significant correlation at the 5% level.

Results in Table 4.15 further reveal that the third independent variable (staff involvement), is accompanied by a positive beta (0.283) suggesting a positive correlation between staff involvement and the dependent variable (OCB). However, the observed Sig. (p) which was given as 0.010 which was far lower than the benchmark Sig. (p) value of 0.05, suggesting an insignificant correlation at the 5% level. Thus, while using regression analysis, the entire research hypothesis that is, the first, second, and third were accepted.

Chapter Five

Discussion, Conclusion and Recommendations

5.0 Introduction

The chapter considered a discussion of results, conclusions, recommendations, and highlights of the possible areas for further research. The sections in the chapter are presented in the order of the study objectives

5.1 Objective One: Teacher Career Development and OCB

The first objective of the study was to examine the relationship between teacher career development and organizational citizenship behaviors in the selected primary schools in West Budama. The corresponding hypothesis of the study stated that there is no relationship between teacher career development and organizational citizenship behavior in West Budama primary schools. Career development was conceptualized as comprehensive training, an employee-friendly work environment, and career development while OCB was conceptualized as altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. The analysis yielded $r = 0.361$ whose $\text{Sig.} = 0.003$ which is less than $\alpha = 0.05$. This means that the relationship between career development and OCB was significant at the five percent significance level.

The findings revealed that the relationship between teachers' career development climate and organizational citizenship behavior in selected primary schools in West Budama was significant at the five percent significance level. This was a finding in agreement with the works of many earlier scholars. The finding is supported by Payne and Pugh (1976) who defined individual needs, satisfaction, and goals as effects on the perception of climate, whereas climate, in turn, affects the same satisfaction, goals, and behavior. Researchers also established that organizational climate forecasts positive work attitudes and behaviors.

Therefore, employees are more satisfied while working in an optimistic work environment and consequently less likely to leave their organizations (Pace, 2002; Aarons

and Sawitzky, 2006). Therefore, in the results of the above findings, it can be argued that a favorable human resource development climate leads to favorable behaviors of individuals that represent OCB. The finding is in line with Eisenberger, Fasolo, and Davis-LaMastro (1990) who found that improved performance and constructive work attitudes were shown by those employees who perceived that the Human Resources department was concerned about them.

The finding agrees with Krishna and Rao (1997) who carried forward a detailed empirical study on the Organizational and human resource development climate in BHEL which found that the human resource development climate in the organization encouraged middle and senior managers to experiment with new methods and try out creative ideas. OCTAPAC Culture represents the degree of Openness, Confrontation, Trust, Autonomy, Pro-action, Authenticity, and Collaboration, and the degree to which these values are encouraged in the organization. The finding is also supported by Rainayee (2002) in research on the human resource development climate in commercial banks found that the overall level of OCTAPAC values in the banks was perceived at a moderate level. Overall, the study led to the finding that HRDC and OCB are positively related.

5.2 Objective Two: Staff Recognition and OCB

The second objective of the study was to find out the relationship between staff recognition and organizational citizenship behaviors in West Budama Primary Schools. Staff recognition was conceptualized as promotions, certificates of achievements, and appreciation while OCB was conceptualized as altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. The analysis yielded $r = 0.592$ whose $\text{Sig.} = 0.000$ which is less than $\alpha = 0.05$. This means that the relationship between staff recognition and OCB was significant at the five percent significance level.

The second hypothesis of the study stated that there is no relationship between staff recognition and organizational citizenship behavior in the selected Primary Schools in West Budama. Data analysis and interpretation using Pearson's linear correlation coefficient and multiple regression revealed that the relationship between teacher recognition and OCB was significant at the five percent significance level. This was a finding in agreement with the works of many earlier scholars. For example, this was a finding in agreement with Kahn (2009) who stated that employees' engagement varies as a function of their perceptions of the benefits they receive from a role performed. A sense of return on investment can come from external rewards and recognition in addition to momentous work. Thus, one might anticipate higher employee engagement at work to the extent that they perceive a bigger amount of rewards and recognition for their role performance. The finding is also supported by Maslach et al. (2008) who proposed that a lack of rewards and recognition can lead to burnout, therefore appropriate recognition and reward are important for engagement.

Research does indeed indicate that individuals who often engage in organizational citizenship behavior do indeed receive more positive performance evaluations (Werner, 1994; Allen and Rush, 1998). In addition, these individuals are more inclined to receive additional rewards as a consequence of these associations (Allen & Rush, 1998; Kiker & Motowidlo, 2002). Teacher recognition is one of the components that drives human behavior and it is one of the sources of motivation for employees (Maslow, 1954; Guest, 1997). Recognition practices talk about non-monetary benefits by which an organization tangibly indicates its gratitude for excellent work and accomplishments. These methods also involved those initiatives made by the organization to employee recommendations properly and provide them with frequent feedback. When an organization gives recognition to employees, they feel required to show greater intensity of loyalty to the organization (Maslach et al., 2001).

More recently, recognition has been acknowledged as an integral aspect of psychologically healthy workplaces (Grawitch, Gottschalk & Munz, 2006). Not surprisingly,

research also indicates that employees consider personalized recognition for the work they do to be an integral part of the rewards they receive at work (Luthans, 2000). Overall, the study led to the finding that staff recognition and OCB are positively related.

5.3 Objective Three: Staff Involvement and OCB

The third objective of the study was to establish the relationship between staff ‘involvement and organizational citizenship behaviors in the selected schools. Staff involvement was conceptualized as teamwork, communication, decision-making, and planning while OCB was conceptualized as altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. The analysis yielded $r = 0.063$ whose $\text{Sig.} = 0.000$ which is less than $\alpha = 0.05$. This means that the relationship between staff involvement and OCB was significant at the five percent significance level.

The third hypothesis of the study stated that there is no relationship between staff involvement and organizational citizenship behavior in Selected Primary Schools in West Budama. Data analysis and interpretation using Pearson’s linear correlation coefficient and multiple regression revealed that the relationship between staff involvement and OCB was significant at the five percent significance level. This was a finding in agreement with the works of many earlier scholars. For example, this was a finding in agreement with Rukhum (2010) who found a positive relationship between employee involvement and organizational citizenship behavior (OCB). The dimensions of OCB are characteristic of employee engagement, but the most strongly co-related OCB dimension with employee involvement is “taking initiatives individually” which refers to going an extra mile (Dicke, 2010).

Nevertheless, the literature illustrates several criticisms of this relationship as well. According to (Saks, 2006) OCB deviates from employee involvement with a point of view that OCB involves voluntary behaviors that are beyond the job requirements whereas employee involvement is a formal role of an employee to perform. It is not an element of

employees' job description to go for extra-role behavior. Saks's view was argued by Dicke (2010) that going the extra mile is a general description of employee involvement which represents voluntary behavior and defied Saks's statement that it is "one's formal role performance".

Employee involvement is considered a direct predictor of the financial performance and success of any organization (Baumruk 2004; Harter et al. 2002; Richman 2006). On the other side, it is also the fact that currently, employee involvement is on a decreasing trend as organizations and workers both tend to be more materialistic (Bates 2004; Richman 2006). There is a vast engagement gap that can be seen in workplaces (Bates 2004; Johnson 2004). Employee involvement may lead to organizational citizenship behavior as it focuses on employee involvement and commitment which certainly lies outside the given parameters of any organization. Overall, the study led to the finding that staff involvement and OCB are positively related.

5.4 Conclusions

This study found that there is a significant relationship between teacher career development and OCB (Promotions Skills development Incentives)

The study also found that the relationship between Staff recognition and OCB is also significant. This recognition was studied under elements like Formal recognition Informal recognition Opportunities for recognition

The study equally found a significant relationship between Staff involvement and OCB. Staff involvement in this study was conceptualized as involvement in performance, decision-making, recognition criteria.

5.5 Recommendations

Headteachers and other stakeholders should involve teachers in all the school affairs say in teamwork building, decision making, and planning to enhance their organizational citizenship behavior.

Policies should be put in place to recognize teachers through promotions, awarding certificates of achievements, and various appreciations to enhance their organizational citizenship behaviors

School heads, administrators, and policymakers should develop a human resource development climate by creating a conducive, friendly work environment and building a proper career development plan for teachers to enhance their organizational citizenship behaviors.

5.6 Areas for Future Research

I recommend the focus on whether the background of the respondents or employees determines their ability to show or exhibit organizational citizenship behaviors in the organization.

Research on the impact of the management and leadership style on the employees OCB should be carried out

Finally, I would also recommend research on the impact of the level of academic achievement on organizational citizenship behaviors. I felt this also has a big bearing on this variable, but I found out that there has been limited research into this area.

5.7 Limitations of the Study

The geographical scope of this study was some selected primary schools in West Budama. It focused on teaching staff of the selected primary schools. The researcher was interested in finding out why these teachers were not interested in exhibiting citizenship

behaviors. The study was limited to the area because of resources otherwise it could even have included other stakeholders like the support staff and the management.

The study focused on the influence of engagement culture on organizational citizenship behaviors. Culture was conceptualized as a human resource development climate, staff recognition, and staff involvement while organizational citizenship behaviors were conceptualized as altruism, conscientiousness, and sportsmanship. The study was limited to this area simply because the researcher felt that culture is a very important element of the organization and it dictates the way organizational behavior turns out. Otherwise, other areas like people's backgrounds and interests could as well have been studied.

The study covered the period 2022-2023. The reason for the selection of this period was because it was around this time that citizenship behaviors were absent amongst the teachers of the selected primary school and yet the management of the school had tried to create an enabling environment. The researcher was limited by resources and the limited time to complete the work, otherwise, the years before maybe 6 years could also have been covered in this study.

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Appendices

Appendix I: Questionnaire

Busitema University

Faculty of Education and Science

Education Leadership and Management

Dear respondent,

I am carrying out a survey on, “Engagement Culture and Organizational Citizenship Behaviors: A Case of **West Budama** Primary School” in partial fulfillment of requirements for the award of a Master’s Degree in Education Leadership and Management of Busitema University. It is against this background that you have been selected to participate in the research by completing the questionnaire. It would therefore be very helpful if you assist by answering the questionnaire as per the instructions at the beginning of each section. The information sought is required for academic purposes. Therefore, it will be treated with the highest level of confidentiality.

Thank you.

Yours faithfully,

.....

Daniel Osinde (Researcher)

Self-administered Questionnaire for Teachers in West Budama Selected Primary on Engagement Culture and OCB

Section A: Background variables: Classification of Respondents

In this Section, you are kindly requested to provide factual information about yourself.

Kindly tick (✓) the appropriate answer from the alternatives provided.

A1. Your age

1 = Below 30 years; 2 = Between 30 and 40 years; 3 = Over 40 years.

A2. Your sex 1 = Male; 2 = Female

A3. Your marital status: 1 = Married; 2 = Single

A4. Your highest academic qualification

1 Certificate (Grade III) 2 = Diploma 3 = Bachelors
4 = Masters;

A5. Your length of service at this School?

1 = Below five years; 2 = Between five and ten years; 3 = Over ten years

Section B: Independent Variable: Engagement Culture (OC)

In this Section, the independent variable, organizational culture is divided into three elements (teacher career development climate, employee involvement, and recognition). Rate each of the following organizational cultures using a scale where; 1 = Strongly disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly agree.

B1	Teacher Career Development Climate (SDC)	1	2	3	4	5
B1.1	The school has a committee that plans the career development of the teaching staff	1	2	3	4	5
B1.2	The management of the school has a clear policy on the career development of the teaching staff	1	2	3	4	5
B1.3	The development of individual teachers' careers is taken as an important issue by the school administration management.	1	2	3	4	5
B1.4	Teachers in this school are sponsored for further studies and training	1	2	3	4	5
B1.5	The school provides every teacher with opportunities to choose a career path to suit the individual's core competence.	1	2	3	4	5
B1.6	Each teacher's training needs are identified to develop critical skills needed for the assigned work.	1	2	3	4	5
B1.7	In the last six months, someone at school has talked to me about my progress.	1	2	3	4	5

B2	Employee Involvement	1	2	3	4	5
B2.1.	I consider my teaching career to be very central to my life.	1	2	3	4	5
B2.2.	I like to be involved in my teaching job most of the time.	1	2	3	4	5
B2.3.	Overall, I feel my teaching performance is good.	1	2	3	4	5
B2.4.	I can work well with anybody in this school.	1	2	3	4	5
B2.5.	Most of my interests are centered around my teaching job.	1	2	3	4	5
B2.6.	I am involved in the decision-making process.	1	2	3	4	5

B2.7	At work, my opinions seem to count.	1	2	3	4	5
B2.8	I have a best friend at work.	1	2	3	4	5
B2.9	When I am at school, I forget everything else around me	1	2	3	4	5

B3	Employee Recognition	1	2	3	4	5
B3.1	I am recognized for my work.	1	2	3	4	5
B3.2	I receive formal recognition for my contribution to the school	1	2	3	4	5
B3.3	I receive informal recognition for my contribution to the school	1	2	3	4	5
B3.4	I am satisfied with my school's current recognition program.	1	2	3	4	5
B3.5	The nature of my job allows me adequate opportunity to be recognized.	1	2	3	4	5
B3.6	I feel that my work is valued and appreciated	1	2	3	4	5
B3.7	My supervisor, or someone at school, seems to care about me as a person.	1	2	3	4	5
B3.8	I enjoy a sense of belongingness with the school	1	2	3	4	5

Section C: Dependent Variable: Organizational Citizenship Behavior (OCB) The statements in the table are concerned with current behaviors you might demonstrate in the workplace. Please use the given scale to indicate the extent to which you agree or disagree with each statement; 1 = Strongly Disagree, 2 = Disagree, 3 = Neither Disagree nor Agree, 4 = Agree, 5 = Strongly Agree

	Organizational Citizenship Behavior Statements	1	2	3	4	5
C1.	I help others who have heavy workloads	1	2	3	4	5
C2.	I am much less concerned with issues that affect me	1	2	3	4	5
C3.	I believe in giving an honest day's work for an honest day's pay	1	2	3	4	5
C4.	I don't complain about trivial matters	1	2	3	4	5
C5.	I try to avoid creating problems for co-workers	1	2	3	4	5
C6.	I keep up with all changes in the school	1	2	3	4	5
C7.	I tend not to make trouble for others	1	2	3	4	5
C8.	I consider the impact of my actions on co-workers	1	2	3	4	5
C9.	I attend meetings that are not mandatory but are considered important	1	2	3	4	5
C10.	I am always ready to lend a helping hand to those around me.	1	2	3	4	5
C11.	I attend functions that are not required, but help the school image	1	2	3	4	5
C12.	I read and keep up with the school announcements and memos	1	2	3	4	5
C13.	I help others who have been absent	1	2	3	4	5

C14	I do not abuse the rights of others	1	2	3	4	5
C15	I willingly help others who have work-related problems	1	2	3	4	5
C16	I always focus on the positive only	1	2	3	4	5

Section C: Dependent Variable: Organizational Citizenship Behavior (OCB) The statements in the table are concerned with current supervision tactics and responses you might demonstrate in the workplace. Please use the given scale to indicate the extent to which you agree or disagree with each statement; 1 = Strongly Disagree, 2 = Disagree, 3 = Neither Disagree nor Agree, 4 = Agree, 5 = Strongly Agree

	Supervision statements	1	2	3	4	5
C1.	I like my supervisors	1	2	3	4	5
C2.	I am always ready with schemes of work and lesson plans	1	2	3	4	5
C3.	I believe in the supervisor's report	1	2	3	4	5
C4.	I don't complain about the advice they give	1	2	3	4	5
C5.	I am not weighed down by reports from my supervisor	1	2	3	4	5
C6.	I discuss the report with other teachers	1	2	3	4	5
C7.	I am concerned about my work more than supervising or comments	1	2	3	4	5
C8.	My supervisors are understanding of my social issues	1	2	3	4	5
C9.	I appreciate the work of my supervisors	1	2	3	4	5
C10.	My supervisors make me enjoy teaching.	1	2	3	4	5
C14	I do not abuse the rights of others	1	2	3	4	5
C15	I willingly help others who have work-related problems	1	2	3	4	5
C16	I always focus on the positive	1	2	3	4	5

THANK YOU VERY MUCH

Appendix II: Interview Guide for School Administrators

TOPIC: Engagement Culture and Organizational Citizenship Behaviors: A Case of West Budama Primary Schools

Interviewer: Daniel Osinde

Interviewees: Primary School Administrators

Date of interview.....Time

Name of interviewee

Venue

Step I: Self-introduction

Step II: Questions and discussions

1. Give a brief profile of this school.
2. Comment on the human resource development climate in your school.
3. What is your view on teacher involvement in the management process in your School?
4. Comment on the teacher recognition practices in your school.
5. Comment on the Organizational Citizenship Behaviors of the teaching staff in Your School.

THANK YOU VERY MUCH

Appendix III: Determining Sample Size for a Finite Sample Population

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

Appendix IV: Field Introduction Letter

 **BUSITEMA UNIVERSITY**
Pursuing Excellence

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OFFICE OF THE DEAN FACULTY OF SCIENCE AND EDUCATION

Date: 27/10/2022

Your Ref:

Our Ref: BU/NAG/1001/1

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: DANIEL OSINDE Reg. BU/220/EDM/17

The above named is a student of Busitema University pursuing a Masters Degree in Education Leadership and Management (MELM) at Faculty of Science and Education (FSE). In partial fulfilment for the award, he/she is conducting a research on

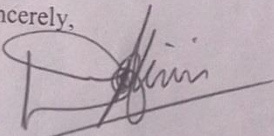
TEACHERS' ENGAGEMENT CULTURE AND ORGANISATIONAL CITIZENSHIP BEHAVIOUR: A CASE STUDY OF SELECTED PRIMARY SCHOOLS IN WEST RUWAMA

The purpose of this letter is to formally request you to allow him/her collect data from your organization which is relevant to this research. This is purely an academic research and therefore any information collected will be treated with utmost confidentiality in accordance with the research ethics principles.

Any assistance accorded to him/her in this regard will highly be appreciated.

Thank you.

Sincerely,



Assoc. Professor David Kani Olema
FACULTY DEAN

