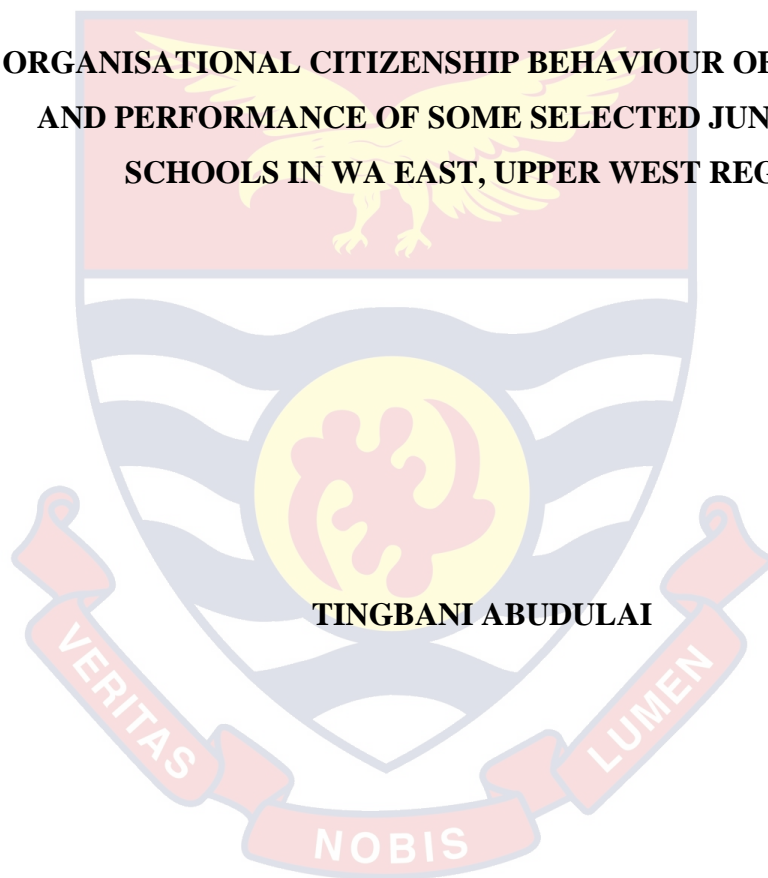


UNIVERSITY OF CAPE COAST

ORGANISATIONAL CITIZENSHIP BEHAVIOUR OF TEACHERS
AND PERFORMANCE OF SOME SELECTED JUNIOR HIGH
SCHOOLS IN WA EAST, UPPER WEST REGION



TINGBANI ABUDULAI

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BY

TINGBANI ABUDULAI

Dissertation submitted to the Department of Human Resource Management of the School of Business, College of Humanities and Legal Studies, University of Cape Coast in partial fulfilment of the requirements for award of Master of Business Administration degree in Human Resource Management.

SEPTEMBER 2019

DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature: Date

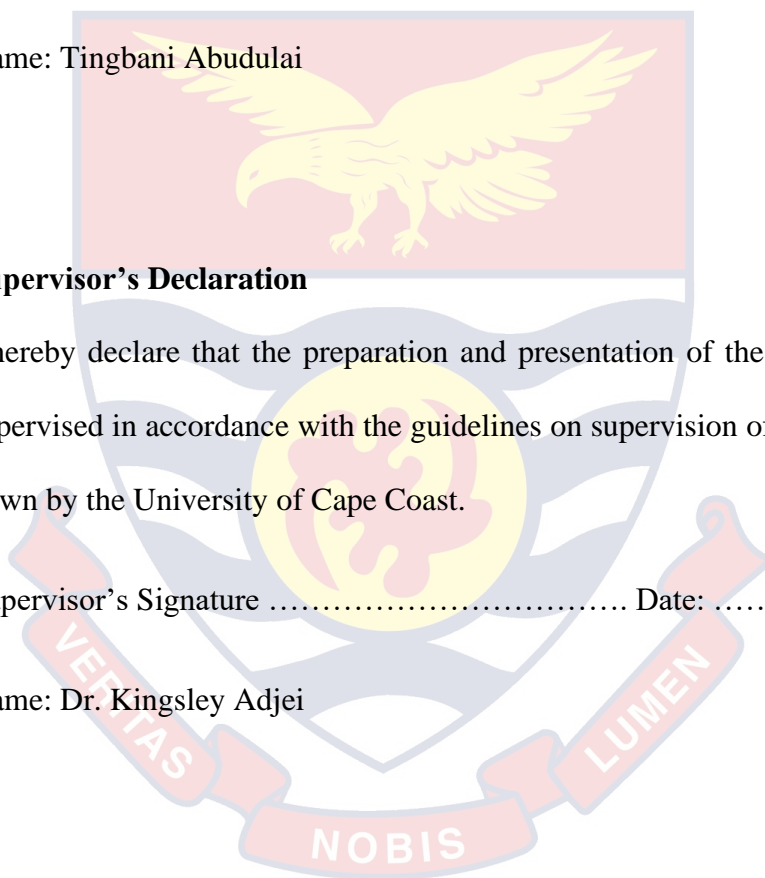
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Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation was supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's Signature Date:

Name: Dr. Kingsley Adjei



ABSTRACT

The study sought to examine the effect of Organisational Citizenship Behaviour (OCB) of Junior High School (JHS) student's performance in the Wa East District of the Upper West Region. The study's population size consisted of public JHS students comprising 255 of which 235 were males and 20 were females. Using Yamane (1967) formula at 95% confidence level with a probability of 0.5, a sample size of 96 respondents was drawn from all the 15 selected public JHS in the Wa East District. The study primarily adopted the mixed method (both qualitative and quantitative) approach to obtain primary data through questionnaires and interview guides. The questionnaires were processed using the IBM SPSS Statistics software. The data was then analysed frequencies, percentages and chi-square. The study found that OCB exists at the JHS level in the district. Again, combined p-value of 0.0021 from the findings shows a strong relationship between OCB and student performance at the Basic Education Certificate Examination (BECE) from 2010 to 2017. Major factors influencing teachers' effectiveness and students' academic performance identified ranged from unconducive teaching and learning environment, large class size, inadequate salaries of teachers, poor accommodation, OCB, TLM, supervision, parental care to poor motivation of teachers. The study, therefore, recommended that the Government of Ghana through the District Assembly should set up an awarding scheme for students who performs creditably well in BECE to propel competition among them.

KEY WORDS

Organisational Citizenship Behaviour

School Performance

Altruism

Consciousness

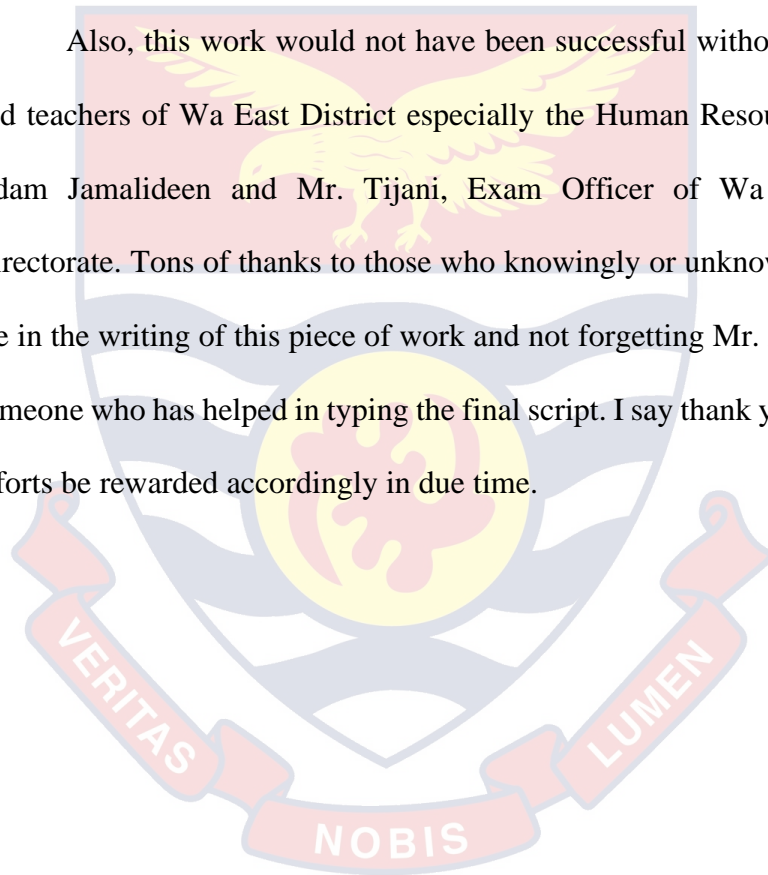
Junior High Schools



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DEDICATION

To my family.



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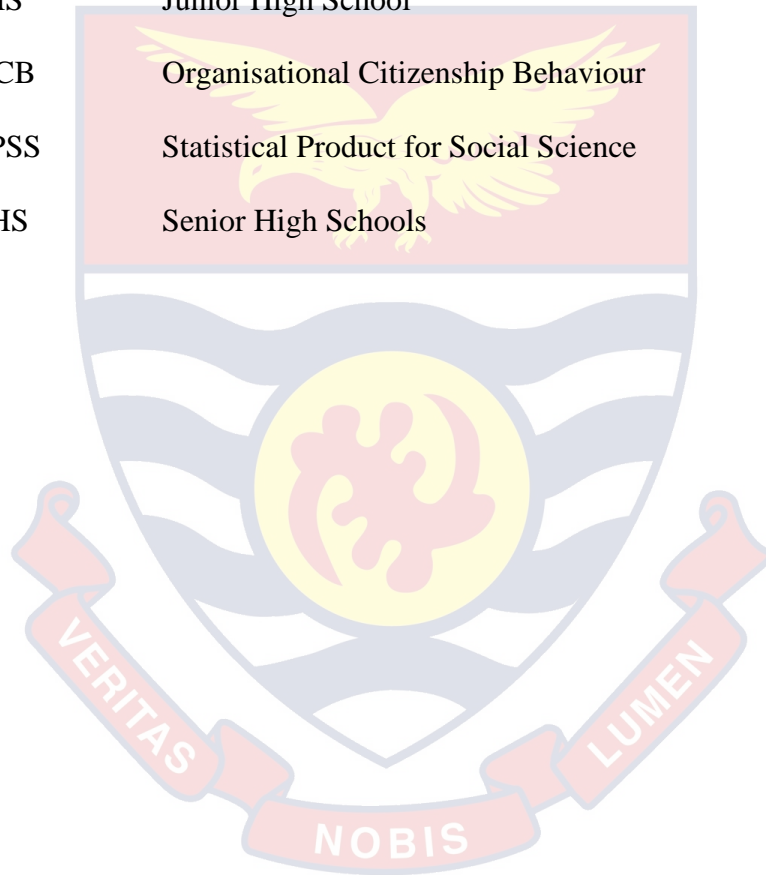
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LIST OF ACRONYMS

BECE	Basic Education Certificate Examination
CWB	Counterproductive Work Behaviour
ERB	Extra Role Behaviour
GES	Ghana Education Service
GSS	Ghana Statistical Service
JHS	Junior High School
OCB	Organisational Citizenship Behaviour
SPSS	Statistical Product for Social Science
SHS	Senior High Schools



CHAPTER ONE

INTRODUCTION

The educational system of any nation is a mirror through which its image can be seen. In Ghana, education supplies the economy with human capital capable of transforming other resources into output of high value in an effective and efficient manner. It seems apparent that organisational citizenship is a vital construct for schools as it is a salient aspect for creation and maintenance of effective learning environments. Social exchange theory suggests that teachers exhibit certain behaviours if they would gain rewards exceeding their costs thus invariably improving school performance. However, in Ghana, specifically Wa East district, students' performances have overly been poor; evidenced in their performances in Basic Education Certificate Examinations (BCEs). Arguably, such performances could be attributed to organisational citizen behaviour (OCB) exhibited by their teachers. Thus, the study examined the extent to which OCB of teachers influences school performance in some selected Junior High Schools (JHSs) in the Wa East district of Ghana.

Background of the Study

Education plays very crucial roles to ensure the economic growth and national development of any nation (Abubakari, 2013; Acaray, & Akturan, 2015). Clearly, a quality education system enables economies to develop quality, innovative and competent workers which subsequently leads to increased productivity. Any educational system requires two key actors: learners (students) and educators (teachers). These actors collectively contribute

to the achievement of quality education (Anjum & Parvez, 2013). The McCaffery (2018) emphasised that the availabilities of adequate supply of professionally trained and suitably motivated teachers are the cornerstone of the entire programme of educational reform. Runhaar, Konermann and Sander (2013) suggested that both teachers and students must work beyond their formal job duties and responsibilities in order to achieve academic success in future.

According to Dipaola, Tarter and Hoy (2005) and Anjum and Parvez (2013), it seems apparent that organisational citizenship is a vital construct for schools as it is a salient aspect for creation and maintenance of effective learning environments. As a result, organisational citizen behaviours (OCBs) are becoming increasingly important in organisational researches (Anjum & Parvez, 2013; Runhaar *et al.*, 2015; Dirican & Erdil, 2016). This assertion has been supported by social exchange theory. The theory suggests that people would exhibit positive behaviours as long as they can satisfy their self-interests at the least costs. Thus, students would engage in positive OCBs as long as gaining high academic performances would outweigh the cost associated with gaining education.

Organisational citizen behaviour (OCB) describes the voluntary behaviours which are not directly or clearly recognised by the formal reward system but have an overall positive effect on individual and or organisational performance (Anjum & Parvez, 2013; Dirican & Erdil, 2016). OCB is a matter of individual choice; failure to display such behaviour is not generally considered as cause for punishment. It could be argued that, successful academic institutions have teachers who go beyond their formal academic structures to exhibit some behaviours to help their students and consequently

their schools to succeed academically (Hoy & DiPaola, 2007; Karadal & Saygin, 2013; Runhaar *et al.*, 2013; Deepaen, Pasiphol & Sujiva, 2015). However, such behaviours have not been clearly established in existing literature and this could contribute to poor student performances within basic schools in developing countries including Ghana.

Within the educational setting in developing like Ghana, OCB is essential because, policy makers including basic school authorities cannot anticipate all formally stated in-role job descriptions for the entire array of behaviours needed for achieving goals (Runhaar *et al.*, 2014). The concept of OCB shares a close conceptual kinship with the idea of collective responsibility that has received attention in the educational literature and refers to teachers' responsibility for student learning (Deepaen *et al.*, 2015; Sincer, Severiens & Volman, 2018). Organ (1988) provided five dimensions of OCB including altruism, conscientiousness, sportsmanship, civic virtue and courtesy. These dimensions have been supported by Deepaen *et al.* (2015) and Dirican and Erdil (2016) to improve individual and organisational performance levels.

As these behaviours are exhibited by teachers, students are highly likely to improve their academic performances. As such, as the Government of Ghana strive to improve the overall educational system in the country, identifying the various behaviours students can also individually exhibit to champion this cause would be beneficial (Ohemeng, 2009). Despite the presence of new restructuring programmes including free Senior High School (SHS) education, free meals and stationaries, performances of Junior High School (JHS) students during Basic Education Certificate Examinations (BECES) have not witnessed significant improvements in various districts notably Wa East district of the

Upper Region of Ghana. Arguably, these appalling students' performances could be attributed to unclear OCBs of exhibited by teachers in such districts.

The Wa East district is known for its distinct socio-cultural context that is relatively different from mainstream OCB research settings. The district is a host of 45 Junior High Schools of educational organisations thereby providing a virgin avenue for OCB research. Restricting the study to basic schools within this district has become necessary because a number of their students have continuously struggled to excel during BECEs over the past years. Between 2013-2018, for instance, the district has consistently maintained below 50% performance in BECE. It could be argued that, the academic performances of JHS students in the district could continue to fall if OCBs of teachers are ignored. Hence, it seems logical and highly imperative to investigate the presence of OCB of teachers and its effects on student performance among some selected JHSs in Wa East District of the Upper Region of Ghana.

Statement of the Problem

Education is undoubtedly the key to success of every nation; higher literacy rates can be achieved through a vibrant educational system where students exhibit positive organisational citizen behaviours (Ehtiyar, Alan & Ömüriş, 2010; Kernodle & Noble, 2013). However, educational sectors in developing economies including Sub-Saharan African (SSA) countries have continued to struggle amid continuous restructuring exercises (Paladino & Paladino, 2011). In Ghana, for instance, the educational sector has not lived up to expected standards; contributing to the country's high illiteracy rate (Ohemeng, 2009; Salifu & Agbenyega, 2013). These poor performances have been

witnessed in all levels of the country's educational system especially the basic school level. In this regard, stakeholders have devised several strategies to improve students' performance levels.

Among such strategies include improved teachers' working motivational packages, teacher licensure examinations, free SHS, among others (Ohemeng, 2009; Salifu & Agbenyega, 2013). Despite these government efforts, the situation remains unchanged. Studies have linked students' poor performances to several factors including poor parental care, inadequate funds, poor government support, inadequate teaching and learning materials and poor teacher development (Paladino & Paladino, 2011; Kwapong, Opoku & Donyina, 2015). Although, these assertions can never be overruled, poor OCBs of teachers could contribute to the poor performances among JHSs in various districts in Ghana notably Wa East. Evidently, between 2013-2017, the district consistently maintained below 50% performance in BECE. This poor performance at the BECE level, which serves as the foundation for the secondary and tertiary education, have attracted several dissatisfied concerns among stakeholders in the district.

More precisely, the district scored as low as 23%, 48%, 51% and 46% pass rates in BECE results during 2014, 2015, 2016 and 2017 respectively (Ghana Education Service, 2018). These are clear indications of inconsistent and appalling pass rates among basic school students within this district; demanding immediate investigation. Organisational citizenship behaviour has been found to positively influence students' performance levels (Runhaar *et al.*, 2014; Sincer *et al.*, 2018); however, it has not been widely investigated among basic schools in Ghana especially the Wa East district. Evidently, existing

studies (Ehtiyar *et al.*, 2010; Podsakoff, Whiting, Podsakoff & Mishra, 2010; Sincer *et al.*, 2018) have found positive relationships between OCB of teachers and school performance in both developed and developing economies including Malaysia, USA, Turkey, Brazil, Kenya among others.

It could be argued that, within the Ghanaian setting, studies related to OCB of teachers and school performance remain scanty. Thus, the falling standard of the Ghanaian educational sector including those at the basic level would remain unresolved if the concept of OCB and how it influences school performance is ignored. The study contributes to existing research gap by examining OCB of teachers and performance of basic schools within the Ghanaian context. More precisely, the study examined the effect of OCB of teachers on school performance in some selected Junior High schools in the Wa East district of Ghana.

Purpose of the Study

The purpose of the study was to examine the effect of organisational citizenship behaviour of teachers on school performance in some selected Junior High Schools in Wa East District. Specifically, the study developed the following objectives in order to:

1. identify the key indicators of organisational citizenship behaviour among teachers in the selected Junior High Schools.
2. examine the factors that influence organisational citizenship behaviour of teachers in the selected Junior High Schools.
3. examine the determinants of academic performance of teachers of the selected Junior High Schools.

4. examine the relationship between organisational citizenship behaviour of teachers and school performance.

Research Questions

The following research questions guided the study:

1. What are the key indicators of organisational citizenship behaviour of teachers in the selected Junior High Schools?
2. What are the factors that influence organisational citizenship behaviour of teachers in the selected Junior High Schools?
3. What are the determinants of academic performance of teachers in the selected Junior High Schools?
4. What is the relationship between organisational citizenship behaviour of teachers and school performance?

Significance of the Study

The research established factual issues with regard to OCB of Junior High School teachers and their academic performance in the Wa East district. Review of related literature revealed abysmal or little information on the topic as far as is concerned. The findings of the research provided ideas and insights into OCB that needed to be nurtured in the Ghana Education Service (GES) to enhance school performance and quality education in the Wa East District in particular and Ghana at large. The finding of the research also revealed some variables that influence the OCB of JHS students in the execution of their academic responsibilities.

Also, the outcome of this study would be highly beneficial to heads of educational institution in both the private and public sectors, by helping them to

appreciate the implications of OCBs of teachers on performance of their respective institutions. The agencies such as National Inspectorate Board as well as nongovernmental organisations in the education sector of Ghana would gain better understanding of how best to provide financial assistance or incentive needed to encourage such behaviour in schools in Ghana.

The study's outcome would also lead to developing a contextual understanding of the relationship between OCBs of teachers and school performance at the JHS level of the education service which will add up to knowledge in academia. It would also add up to literature on the relationship between OCB and organisational performance at all levels of the education service in Ghana hence serve as reference point to stakeholders in policy formulation. Finally, findings would certainly augment the little information on the topic in the district and the nation at large.

Delimitations

The study focused on organisational citizenship behaviour of teachers and how it affects their school performances in some selected public JHS in Wa East district. The age and gender distribution of the district shows that the district has more females who constitute 51%, than the males who constitute 49%. The district has estimated population of 72,074 people and a proportion of persons more than 18 years are above 47% (Census 2010, Ghana Statistical Service). The study covered the period between 2010 to 2017 BECE performance years of all JHSs of Ghana Education Service in the Wa East District of Upper West Region. This period was chosen because data was readily

available and provided with documentary evidence to appreciate the effects of OCB on performance.

Limitations

The study was limited to views, opinions and perceptions of the research participants. The implication was that vital information for the study might be withheld or misrepresented by respondents due to the sensitive nature of the topic under study. Wa East is one of the rural districts in Ghana which is very large. The total land area is about 1,078km² with rural settlement scattered all over. This meant that travelling from one village to another on a poor road network was extremely challenging.

To overcome this challenge, strategies including time consciousness was put in place to make judicious use of the limited time available for the study. Also, three research assistants were employed and trained to assist in the data collection exercise. It was equally difficult administering 96 questionnaires, and interviewing five people on individual basis per school. At the end of the collection exercise, 89 questionnaires were returned with 3 invalid ones leaving 86 well responded to. This brought the response rate, in terms of the questionnaires, to 89.6%.

The study was a social research, thus adopted the mixed method in order to obtain adequate and in-depth information to influence existing policies and practices. More precisely, a blend of qualitative and quantitative methods become necessary for detailed description of issue on OCB of teachers and performance in the district. Thus, with all these challenges, effective

management of time and proper sampling did enable the study to overcome them.

The study may not be a generalised representation of how OCB of JHS students influenced school performance of the entire country because of the sample size. The limitation of descriptive survey research is that it depends on the co-operations of respondents. When data collection procedures were erroneous, the responses given might be inaccurate and hence, the whole study might be flawed, requesting information which was considered secret and personal also encouraged incorrect answers.

Definition of Terms

Organisational Citizenship Behaviour (OCB) – discretionary individual Behaviour that is not directly or explicitly recognized by the formal reward system, and, in the aggregate, promotes efficient and effective functioning of the organisation (Williams & Anderson, 1991).

Altruism - Helping individual co-workers or students within the organisation on a task, and courteously alerting others about changes that may affect their work.

Conscientiousness - Carrying out one's duties and responsibilities within the organisation that are beyond the minimum requirements.

Sportsmanship - Refrain from complaining about trivial matters or issues that have no value or merit to the organisation.

Organisation of the Study

The study was organised into five chapters: chapter one dealt with the introduction which covered the background to the study, statement of the

problem, research objectives, research questions, significance of the study, delimitations, limitations, definition of terms as well as organisation of the study. Chapter two covered literature reviews in relation to theoretical review, conceptual review and empirical review. Chapter three discussed the research methods specifically research design, population, sampling procedures, data collection instrument, data collection procedures, data processing and analysis. Chapter four presented the results and discussion of the study while chapter five presented summary of key findings, conclusions and recommendations of the study. The chapter concluded with suggestions for further research.

Chapter Summary

The importance of basic education in our 21st century can never be over-emphasised. Education at this level provides preparatory grounds for senior high and tertiary education. Poor basic education could arguably have negative rippling effects on their entire educational setting in developing countries including Ghana. It is, therefore, imperative that policy makers identify the various organisational citizenship behaviours exhibited by basic school students and how such behaviours influence their academic performances. On this note, the chapter discussed the introduction to the study by specifically providing the background, problem statement, research objectives and research questions. The next chapter reviewed literature to the study.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter dealt with reviews of literature in relation to the study's objectives. The chapter specifically discussed the theoretical review, definition of key concepts and empirical review of the study. Theoretically, the study adopted the social exchange and expectancy theories due to their relatedness to the study's purpose and research objectives.

Social Exchange Theory

Exchange theory is a general theory concerned with understanding the exchange of material or non-material resources between individuals and or groups in an interaction situation. Social exchange theory has been derived from the work of sociologists (Emerson, 1976; Konovsky & Pugh, 1994). Homans' explanation of exchange theory is grounded in operant psychology as developed by Homans (1958). In Homans' view, exchange between individuals continues because each finds the others behaviour reinforcing to some degree. The behaviour might consist of a compliment. An expression of agreement, or assistance in performing some task of mutual interest. Two variables have been derived from the basic propositions inherent in Homans' work. The first involves the frequency of rewards or costs, and the second looks at the value attached to rewards (Chadwick-Jones, 1976).

Emerson (1976) further stressed that, social exchange is the most elementary unit of analysis rather than the behaviour or action. He argued that

social exchange dwells on three key elements: balance, dependence, and power in the context of dyadic relations. According to Cook and Emerson (1987), exchange relations are 'balanced' if the two actors involved in exchange are equally dependent upon one another; otherwise an imbalance exists in the relation. Dependence, on the other hand, is determined by the value one actor places on the resources provided by the other actor and the availability of these valued resources from alternative sources. Thus, unequal dependencies result in an imbalanced exchange relation. Finally, the element of power in social exchange gives an actor the structural opportunity to use the potential power that results from the differential dependencies.

In relating the theory to the study, basic school teachers would exhibit positive academic performances if there are clear social exchanges between them and other actors (i.e. parents, students and school authorities). As such, if it is revealed that within an exchange relation, students are highly dependent on teachers, then they would be said to have power advantage over their students (Emerson, 1986). This implies that, actors with high powers over students could help develop proper organisational citizenship behaviours among students. The theory further explains that teachers would adopt certain behaviours as long as they can satisfy their self-interests (positive reinforcements) amid ensuring that those benefits outweigh costs (negative reinforcements). Simply put, JHS teachers in the selected schools would involve in positive social exchanges by exhibiting positive behaviours as long as it would help them attain positive academic performances.

Expectancy Theory

The expectancy theory is yet another theory of great significance to this study. This is because expectancy theory further provides information on how people are motivated at their work places. Vroom (1964) has shown that an American psychologist, developed the expectancy theory from the original work of Tolman and Honzil (1930), producing a systematic explanatory theory of workplace motivation. Tolman and Honzil (1930) posit that the motivation to behave in a particular way is determined by an individual's expectation and that behaviour will lead to a particular outcome; multiplied by the preference that person has for that outcome. For instance, if by working diligently and for long hours an employee expects to receive promotion at some future date and if that worker cherishes promotion greatly, then logically, one might expect that employee to show that behaviour.

Vroom (1964) argues that human behaviour is directed by subjective probability, that is, the individual's expectation that his or her behaviour will lead to a particular outcome. Like any other employee, the behaviour of the teacher is based on subjective judgment. Brooks (2006) indicated that expectancy theory has developed since the 1930s as an alternative to the behaviourist approaches to motivation. It has been argued that humans act according to their conscious expectations that a particular behaviour will lead to desirable goals. The theory provides a popular explanatory framework for a variety of employee behaviours, including levels of motivation, performance, employee turnover and absenteeism, in addition to leadership effectiveness and career choice. In the educational sector, all these factors combine to make to

determine the effectiveness of the system, hence a critical consideration by the study.

Expectancy theory is considered the most comprehensive motivational model that seeks to predict or explain task-related effort. The theory suggests that work motivation is determined by two factors, namely the relationship between effort and performance and the desirability of various work outcomes that are connected with different performance levels. In line with the view of Lawler (1973) and Vroom (1964), effective teaching and learning are requisites for good performance in educational institutions. With respect to the idea of Vroom (1964), students expect enough teaching from their teachers. They view effective teaching as a form of motivation and as such will be in a better position to produce the desired results expected from them.

Teachers, on the other hand, can only motivate students to perform well if they are equally motivated. As noted by Lawler (1973) and Vroom (1964), the motivation that will lead to job satisfaction is a function of the perceived relationship between an individual's effort, performance, and the desirability of consequences associated with job performance. This kind of relationship exists in the educational sector and as such important point of consideration for this current study. Consequently, the idea of the expectancy theory will enable the study identify the relationship between teachers OCB and school performance in the Wa East District.

Concept of Organisational Citizenship Behaviour

The concept of Organisational Citizenship Behaviour (OCBs) was first coined by Dennis Organ and his colleagues (Bateman & Organ, 1983) drawing on Chester Barnard's concept (Sanders, Schyns & Koster, 2006) of the willingness

to cooperate. OCB is referred to as a set of discretionary behaviours that exceed one's basic requirements; often described as behaviours that go beyond the call of duty (Morgan & Hunt, 1994). Dennis Organ is generally considered the father of OCB though he expanded the work of Smith, Organ and Near (1983). Organ (1988, p.32) defines OCB as "individual behaviour that is discretionary, not directly or explicitly recognised by the formal reward system, and that in the aggregate promotes the effective functioning of the organisation".

By discretionary, Organ (1988) meant that the behaviour was not an enforceable requirement of the role or the job description, that is, the clearly specifiable terms of the person's employment contract with the organisation; the behaviour is rather a matter of personal choice, such that its omission is not generally understood as punishable. Organ's (1988) definition of OCB includes three critical aspects which are central to this construct. Firstly, OCBs are thought as discretionary Behaviours, which are not part of the job description, and are performed by the student as a result of personal choice. Secondly, OCBs go above and beyond that which is an enforceable requirement of the job description. Finally, OCBs contribute positively to overall organisational effectiveness.

Organisations could not survive or prosper without their members behaving as good citizens by engaging in all sorts of positive Behaviours. Because of the importance of good citizenship for organisations, understanding the nature and sources of OCB has long been a high priority for organisational scholars (Organ, 1988; Smith *et al.*, 1983; Magdalena, 2014). OCB has also been defined in literature as a multi-dimensional concept that includes all positive organisationally relevant behaviours of organisational members

including traditional in role behaviours, organisationally pertinent extra-role behaviours, and political behaviours, such as full and responsible organisational participation (Demir, 2015; Magdalena, 2014).

More precisely, brilliant students who engage in OCB willingly assists academically struggling students and colleagues, as well as perform tasks that not only beneficiary to them but others in their academic institutions. These acts may include voluntarily serving on committees, organising free classes for struggling students, participating in extracurricular activities and offering ideas to better the school (DiPaola & Neves, 2009). Several research (Bateman & Organ, 1983; DiPaola & Neves, 2009; Runhaar *et al.*, 2014; Karadal & Saygin, 2013; Acaray & Akturan, 2015; Deepaen *et al.*, 2015; Sincer *et al.*, 2018) of OCB has been extensive since its introduction nearly twenty years back.

The vast majority of OCB research has focused on the effects of OCB on individual and organisational performance. There is consensus in this particular field that OCB addresses silent Behaviours for organisational enterprises (Acaray & Akturan, 2015). Successful organisations usually have students who go beyond their formal job responsibilities and freely give of their time and energy to succeed at the assigned job. Such altruism is neither prescribed nor required; yet it contributes to the smooth functioning of the organisation. It is further argued that OCB can maximise the efficiency and productivity of both the student and the organisation that ultimately contribute to the effective functioning of an organisation.

Prominent current organisational studies (Acaray & Akturan, 2015; Demir, 2015; Magdalena, 2014) have supported Organ's position regarding the importance for effectiveness of those behaviours which he labelled as OCB.

Most of these current studies have concluded that OCBs have an accumulative positive effect on organisational functioning. Even though, previous research (Bateman & Organ, 1983; DiPaola & Neves, 2009) regarding the antecedents of OCB focused on student attitudes, dispositions, and leader supportiveness. More recently, many different variables have been examined in the effort to determine the antecedents of OCB (Runhaar *et al.*, 2013; Karadal & Saygin, 2013; Acaray & Akturan, 2015; Deepaen *et al.*, 2015; Sincer *et al.*, 2018).

Commonly studied antecedents of OCB are Job satisfaction, perceptions of organisational justice, organisational commitment, personality characteristics, task characteristics, and leadership Behaviour. Citizenship-like Behaviours expanded from the field of organisational Behaviour to a variety of different domains and disciplines, including human resource management, marketing, hospital and health administration, community psychology, industrial and labour law, strategic management, international management, military psychology, economics and leadership. One of the most intuitive antecedents of OCB is job satisfaction.

Organ and Ryan (1995) conducted meta-analysis of 28 studies and found a modest relationship between job satisfaction and OCB. This relationship was stronger than the relationship between job satisfaction and in-role performance. Other attitudinal measures, perceived fairness, organisational commitment and leader supportiveness were found to correlate with OCB at about the same rate as satisfaction (Diricana, & Erdil, 2016; Sincer *et al.*, 2018).

Williams and Anderson (1991) proposed different way of organising the OCB constructs. They divided up the dimensions of OCB into two different types of OCB based on whom the behaviours were directed at the other

individual in the workplace or behaviours directed at the organisation as a whole. Altruism and courtesy are actions aimed at other students and thus fall under the umbrella of Individual Based OCB. Civic virtue and consciousness are behaviours intended for the benefit of the organisation and can subsequently be considered Group Based OCB.

OCB has also been compared to Prosocial Organisational Behaviour (POB). POB is defined as Behaviour within an organisation that is aimed at improving the welfare of another person (Brief & Motowidlo, 1986). Such behaviour, unlike OCB, can be unrelated to the organisation especially helping a co-worker with personal matters. Two interesting concepts are a part of extra role behaviour that was not included in OCB: principled organisational dissent and whistle blowing. While principled organisational dissent is when students protest the organisation because of some kind of injustice (Graham, 1986). Whistle blowing involves the reporting of one student by another so that unethical and or illegal practices are brought to the attention of authorities (Near & Miceli, 1987).

Both of these ideas contributed to ERB in the sense that their purpose was to further the good of the organisation and that they were not included in the formal job description. Similar to OCB, the concept of contextual performance concept emerged in response to the realization that only looking at job specific work behaviours ignored a significant portion of the job domain. Originally, experts in this field focused only on activities that directly supported the output of the organisation. As the job market became more aggressive, it became necessary for students to go above and beyond that which is formally required by the job description in order to remain competitive. Contextual

performance is defined as non-task related work Behaviours and activities that contribute to the social and psychological aspects of the organisation (Borman & Motowidlo, 1993).

Contextual performance consists of four elements: persistence of enthusiasm, assistance to others, rule and proscribed procedure following, and openly defending the organisations objectives (Borman & Motowidlo, 1993). OCB and contextual performance share their defining attributes as they both consisted of Behaviours other than those needed to perform the routine functions of the job. Both also required that these Behaviours contributed to the overall success of the organisation. Additionally, they also agree on the theme that these Behaviours are discretionary and each student chooses the amount and degree to which they will perform them.

However, while contextual performance and OCB share a good part of their content domain, there are some important differences between the two constructs. One of the main requirements of OCBs is that they are not formally rewarded, which is not the case for contextual performance. Organ (1998) contended that OCBs may at some point encourage some sort of reward, but that these rewards would be indirect and uncertain. In clear contrast to OCB is the concept of Counterproductive Work Behaviour (CWB) which is defined as “intentional student behaviour that is harmful to the legitimate interests of an organisation” (Dalal, 2005, p.1243). It, therefore, seems logical to assume that these constructs are opposites; one harms the organisation and the other helps. Individuals might further assume that by engaging in one of these types of behaviours, an individual would not tend to engage in the other.

The search for a host of reliable predictors of OCB had been increasing

during the last two decades. During this time span the researchers tried to figure out various enabling factors of OCB, with varying degrees of predictive merit: personality, job satisfaction, organisational commitment, procedural justice, leadership characteristics, and motivational theories.

Dimensions of Organisational Citizenship Behaviour

Although there is growing interest in citizenship-like behaviours, a review of the literature in this area revealed a lack of consensus about its dimensions. Since Organ (1988) introduced the concept of OCB into organisational research, it has tended to be conceptualised in terms of positive contributions to the colleagues and to the organisation, which implies an active positive contribution. Yet, the operationalisation of OCB (Organ, 1997) revealed a different picture. There are two types of citizenship behaviours: active positive contributions or commissions (e.g., helping others) and avoiding to engage in behaviours that are harmful to others or to one's organisation (e.g., not abusing others' rights). This behaviour is labelled as omission is a passive behaviour that is based on the moral rule "Do no harm," or more specifically "Do no harm through action".

The conceptual definition of this construct was also presented into seven common themes or dimensions thus, helping behaviour, sportsmanship, organisational loyalty, organisational compliance, individual initiative, civic virtue and self-development. Sportsmanship is a form of citizenship Behaviour that has received much less attention in the literature. Organ (1997) has defined sportsmanship as "a willingness to tolerate the inevitable inconveniences and impositions of work without complaining." Sportsmanship (e.g., avoids

complaining and whining) improves the amount of time spent on constructive endeavours in the organisation.

However, Organ's (1997) definition seems somewhat narrower than the label of this construct would imply. For example, in our opinion "good sports" are people who not only do not complain when they are inconvenienced by others, but also maintain a positive attitude even when things do not go their way, are not offended when others do not follow their suggestions, are willing to sacrifice their personal interest for the good of the work group, and do not take the rejection of their ideas personally.

Organisational loyalty consists of loyal boosterism, spreading goodwill and protecting the organisation, and the endorsing, supporting, and defending organisational objectives construct (Borman & Motowidlo, 1993). Essentially, organisational loyalty entails promoting the organisation to outsiders, protecting and defending it against external threats, and remaining committed to it even under adverse conditions. Preliminary research by Moorman and Blakely (1995) has indicated that this dimension is distinct from several other forms of citizenship behaviour, although a confirmatory factor analysis in a follow-up study conducted by Moorman, Blakely, and Niehoff (1998) failed to confirm this.

Helping behaviour means voluntarily helping others with, or preventing the occurrence of, works related problems. Altruism involves directly helping new colleagues and freely giving time to others other individuals but eventually contributes to group efficiency by enhancing individuals' performance. The first part of this definition (helping others with work-related problems) includes Organ's altruism, peace-making, and cheerleading dimensions (Organ, 1988).

Organ's (1988) notion of courtesy, which involves helping others by taking steps to prevent the creation of problems for co-workers. Organisational compliance had a long tradition of research in the arena citizenship Behaviour among workers.

Furthermore, this dimension appears to capture a person's internalization and acceptance of the organisation's rules, regulations, and procedures, which resulted in a scrupulous adherence to them, even when no one observes or monitors compliance. Such behaviour is regarded as a form of citizenship behaviour is expected to obey company regulations, rules, and procedures at all times because everyone, but many students simply do not.

Conscientiousness (e.g., efficient use of time and going beyond minimum expectations) also enhances the efficiency of both an individual and the group. Courtesy (e.g., advance notices, reminders, and communicating appropriate information) helps prevent problems and facilitates constructive use of time. Civic Virtue (e.g., serving on committees and voluntarily attending functions) promotes the interests of the organisation.

Concept of Academic Performance

Academic performance is about behaviour or what students do and not what they produce (Aguinis, 2009). According to Aguinis, performance is an effort along with the ability to put efforts supported with the organisational policies in order to achieve certain objectives. Twalib and Karuiki (2016) also added that, individuals are impacted by a variety of forces both internal and external as they seek to perform their duties. School authorities and teachers who are mindful of these forces and are focused on resolving them can increase

productivity, loyalty and eventually organisational performance. Mathis and Jackson (2011) stressed that, performance is associated with quantity of output, timeliness of output, quality of output, work efficiency, effectiveness of completed work and attendance on the job.

Also, academic performance is seen as the successful completion of tasks by selected individuals (Mathis & Jackson, 2011). It is usually measured by a supervisor or organisation using pre-defined acceptable standards. Student performance ensures that available resources within an organisation are efficiently and effectively utilised by teachers. As such, performance is about behaviour or what students do but not about what students produce or work outcomes (Agarwal, Datta, Blake-Beard & Bhargava, 2012). It is to note that, organisations spend huge amount of resources to improve students' performance in bid to ultimately enhance organisational performances.

Agarwal *et al.* (2012) stressed that, organisational performance consists of actual output of an organisation which are measured against given objectives. They added that, with organisational performance, the organisation compares its goals and objectives with actual performance. It therefore determines how well the organisation is performing to attain its vision, mission and goals (Putri, Kesaulya & Pratama, 2019). In an educational setting, organisational performance is referred to as school performance and it relates to how schools achieve their vision, mission and goals (Tehseen & Ul Hadi, 2015). It is therefore regarded as the ultimate goal of every academic institution including JHSs in Ghana and more precisely those within Wa East district.

Determinants of Teacher Performance

According to Daniel and Metcalf (2005), determinants of teachers' performance could also be seen as the factors influencing their motivational levels. These determinants satisfy a need and kindle people to bring out their natural drive in accomplishing a given task. Therefore, teachers can be motivated in the best way by providing them with meaningful rewards (Daniel & Metcalf, 2005). Several factors have been identified to motivate teachers and invariably performance and these factors are grouped under two (2) major factors; intrinsic and extrinsic. The intrinsic factors are related to work behaviours which are derived from a one's inner desires to do something (Agyemang-Mintah, 2016; Desselle, Raja, Andrews & Lui, 2018). It is, therefore, an inducement derived from within the person or from the activity itself and positively affects behaviour, performance and well-being.

Intrinsic motivation is said to exist when behaviour is performed for its own sake rather than for the attainment of material or social support. Within an academic setting, teachers' intrinsic factors, for instance, consist of teacher engagement, satisfaction derived attending classes, feeling of accomplishment, challenging and competitive nature of teaching, enjoyment of teaching and recognition (Ampofo, 2012; Donkor, 2016). However, Donkor (2016) stressed that, the major intrinsic factors include engagement (extent to which teachers commit to their academic roles), ability to advance and recognition.

Extrinsic factors, on the other hand, refer to behaviours which are executed to obtain material or social rewards or to avoid punishment. Llopis (2012) proposed that extrinsic motivation results from the attainment of

externally administered rewards comprising monetary rewards, material possessions, prestige and positive evaluation from others. Extrinsic motivation includes non-financial factors including recognition, commendation or opportunities for continuing education (Chandler, Chonya, Mtei, Reyburn & Whitty, 2009). Other extrinsic motivation in academic setting consists of external rewards such as salary, free meals, free accommodation, extra teaching allowances, free medical care, study leave with pay, management acknowledgment, promotion, job security and appreciation for good performances (Curlis, 2010).

According to Aguinis (2009), an employee's performance is determined by factors such as compensation packages, work conditions, quality and style of leadership. Within an academic setting, determinants of teacher performance have been found to include organisational goals and expectations, feedback, skills to perform, knowledge of organisational structure, sufficient motivation through incentives and self-satisfaction (Aktar, Sachu & Ali, 2012). Other factors include job satisfaction, better working conditions and fairness in promotion and reward systems are major determinants of teacher performance in academic institutions (Nyakundi, 2012).

Additionally, good academic institutions establish appropriate structures to ensure that the key factors/determinants of students' performances are determined and attended to. (Das, Bashir, Ghazanfar & Abrar, 2014). They added that, teachers could be motivated to perform well by relying on management acknowledgement, appreciation for getting good results, overall authenticity of leadership, conducive learning environment, receiving monetary rewards and applause and recognitions. Similar studies by Carter (2013) and

Kwapong *et al.* (2015) made similar findings. Despite the prevalence of these determinants among teachers, it has not been widely investigated among basic schools in Ghana, more precisely, selected JHSs within the Wa East district.

Empirical review

This section presented reviews of literature related to the study. The review helped in supporting or disapproving the study's findings. A study by Meyer, Bartunek and Lacey (2002), for instance, asserted that organisational commitment predicts helping behaviour. Miiró and Burhan (2018) found a positive relationship between organisational commitment and OCB, and then asserted that an improvement in organisational commitment leads to a real improvement in OCB. Correlation and regression findings revealed that commitment is significantly related to OCB and that commitment is a predictor of OCB (Fomolo, 2014; Gaddis, 2016). OCB is considered to be vital for the survival of an organisation (Murphy, Anthanasou & King, 2002) and is considered to maximize the efficiency and promote the effectiveness of the organisation.

Wagner and Rush (2000) argue that OCBs have a cumulative effect on the functioning of the organisation. Citizenship behaviours improve the ability of co-workers and managers to perform their jobs through more efficient planning, scheduling and problem solving. Wat and Shaffer (2005) argued that if employees perceive that they are being treated fairly by their supervisors, they will be more likely to reciprocate by holding positive attitudes about their work, their work outcomes and their superiors. Fairness or justice perceptions refer to whether or not employees feel organisational decisions are made equitably and with the necessary employee input (usually called procedural justice) and

whether or not employees perceive that they are fairly rewarded given their level of training, tenure, responsibility or workload (called distributive justice).

Jyothibabu, Pradhan and Farooq (2011) argued that a cordial relationship between supervisors and subordinates enhances exhibition of OCBs. Al-Kwafi (2012) also argued that if subordinates trust in management, they are more likely to practice extra role behaviour. Jawahar and Carr (2007) contend that conscientious individuals are more likely to engage in discretionary behaviours especially when success at work depends on interdependence, smooth interpersonal relationships, working hard, and showing initiative to solve a problem at work. Podsakoff and MacKenzie (2014) looked at an insurance agency and found that the OCBs civic virtue and sportsmanship were both significantly related to indices of sales performance. Podsakoff, Ahearne, and MacKenzie (1997) examined paper mill workers and found that helping behaviour was significantly related to product quality.

Furthermore, Podsakoff, Blume, Whiting, and Podsakoff (2009) found that OCBs were positively related to unit-level performance and customer satisfaction. Nielsen, Hrivnak, and Shaw (2009), in their meta-analytic review of the existing group literature, examined the relationship between OCBs and performance at the group level. These researchers found a positive and significant relationship between overall OCB and performance at the group level. In addition, Nielsen *et al.* (2009) found that similar patterns of relationships existed for each dimension of OCB: civic virtue, sportsmanship, altruism, conscientiousness and courtesy.

There is some tension visible in existing literature on the effects of OCB on the employees who perform these citizenship behaviours. Allowing

employees some scope to work outside their formal roles is thought to enhance the employee experience and lower turnover intentions and actual turnover (Podsakoff *et al.*, 2009). However, these benefits of OCB appear to come at a cost. Emotional exhaustion and conflict between home life and work are both higher for conscientious employees, and these effects are stronger amongst employees exhibiting high in-role performance (Deery, Rayton, Walsh & Kinnie, 2016).

Conceptual Framework

This section portrays a conceptual framework in relation to the purpose of the study. The framework specifically presented a pictorial view of the relationship between OCB and school performance. From the literature reviewed, OCB represented the independent variable whereas school performance represented the dependent variable of the study. Figure 1 presented the conceptual framework of the study.

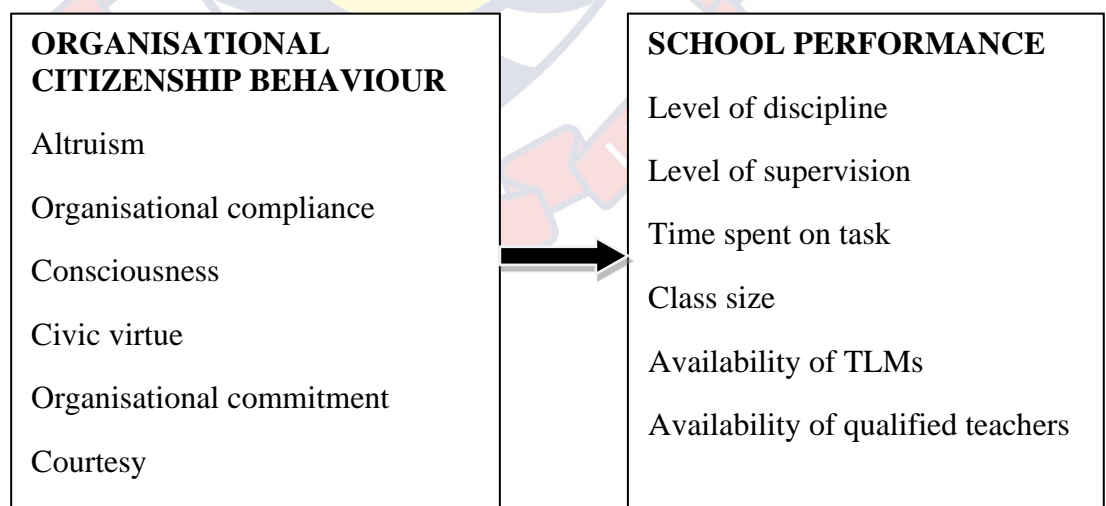


Figure 1: Conceptual Framework of the study
Source: Field survey (2019)

From Figure 1, the independent variable (organisational citizenship behaviour) was measured by altruism, organisational compliance, consciousness, civic virtue, organisational commitment and courtesy (Hannam & Jimmieson, 2002). On the other hand, the dependent variable (school performance) was measured by level of discipline, level of supervision, time spent on task, class size and availability of TLMs and qualified teachers. From Figure 1, school performance has been found to depend on OCBs of teachers. Thus, OCB directly influences performance, however, this situation has not been widely investigated among JHSs within the Wa East district. The study, therefore, examined whether OCB could also directly relate with school performance as presented in Figure 1.

Chapter Summary

The chapter reviewed extensive literature related to the study. The study was underpinned by the social exchange theory based on its relatedness to the research objectives. The chapter discussed the key concepts in the study and presented an empirical review as well. The chapter concluded with a conceptual framework which graphically presented the key variables of the study. The next chapter dealt with the research methods of the study.

CHAPTER THREE

RESEARCH METHODS

Introduction

The study examined the effect of organisational citizenship behaviour and performance of some selected Junior High Schools within the Wa East district of Ghana. The chapter basically described how the study was conducted. The methods specifically comprised the research design, study area, population, sampling procedure, data collection instrument, data collection procedure and data processing and analysis.

Research Approach

Discussion of a research approach is an important part of any scientific study irrespective of the research area. A research approach is a plan and procedure for a research which spans the steps from broad assumptions to detailed methods of data collection, analysis and interpretation (Creswell, 2014). There are two main techniques in social science research, thus quantitative and qualitative approaches. Both methods are however, hardly exclusively used. In most cases, they are combined (mixed method) to adequately investigate a particular phenomenon. Mixed method is an approach to enquiry that combines both qualitative and quantitative techniques. It involves the use of both approaches in tandem so that the overall strength of the study is greater than either qualitative or quantitative research (Creswell & Clark, 2017).

The qualitative approach is commonly used to explain quantitative research results whereas the quantitative approach is used to measure qualitative research findings or conclusions (Strauss & Corbin, 1990). The approach also allows the study to collect and analyse data in quantitative terms in order to achieve its purpose. To ensure clear and systematic analysis and presentation of the data the study considered both approaches (mixed method) which are capable of producing valid and accurate results

Research Design

The study is empirical and descriptive in nature and as such, chose a case study design in order to achieve its aim. According to Yin (2009, p. 70) a case study is “an empirical inquiry that investigates a contemporary phenomenon in depth, and within its real-life context, especially when the boundaries between the phenomenon and context are not clearly evident”. As further observed, research works that adopt case study design are able to provide adequate answers to the “how” and “why” questions. The research adopted a case study design to examine the existence of OCBs among teachers and its effect on school performance in some selected JHS in the Wa East District.

Study area

Wa East District is the study area which was carved out of the Wa Municipality and made an autonomous district by LI 1746 in July 2004. The district is remotely located South-eastern part of the Upper West Region. The capital is Funi, about 115km away from Wa, the Regional capital. The district shares boundaries with Mamprugu-Moaduri District to the north East, North Gonja to the South East and Sissala East and West district to the North

respectively while sharing borders with Wa Municipal to the West. It has a landmass of about 1,078km² which has latitude of 9°55' n and 10° 25' n and 2°55' w. The remoteness of the district relative to the other districts of the regions has deprived it of basic social and economic infrastructure and services.

Population

According to the 2010 population census results, Wa East district has a population of 72,074 people of which 49.0% are male and 51% are females (Ghana Statistical Service, 2010). The population of the district grows at an annual rate of 1.7%. The district has average population density of 67 persons per square kilometre. The Wa East District was chosen because of its proximity and the researcher's familiarity of the area and also due to logistical, financial and time constraints. Junior High school level was chosen due to the key position it occupies in education delivery as a first terminating point of the educational ladder in the district. Also, the district was chosen as the study area was considered due to the low level of schools' performance in the BECE despite intensive monitoring and supervision among educational authorities (Wa East District Education directorate, 2016).

Sampling Procedure

The population for the study comprised of teachers in the Wa East district. The study population of JHS teachers in the Wa East District of Upper West Region of Ghana is 255 public JHS teachers comprising of 235 male and 20 females. However, the sample frame for the study was restricted to teachers of Junior High School under GES in the Wa East Districts. Since it was practically impossible to question all the elements in the target population, a

sample was drawn for the study. One major issue considered in determining the sample size was its homogeneity. This was guided by issues such as time and resources available to the researcher in relation to the proposed plan of analysis. Using Yamane (1967) formula, a sample size of 96 respondents was used drawn all the fifteen (15) selected JHS in the Wa East District.

The probability sampling was explored. This gave every unit or population the equal chance of being part of the sample. It also ensured accuracy of selection and high level of representation and generalisation of findings. The researcher adopted a two-stage cluster sampling procedure based on statistics collected from the Wa East District Education Directorate. The first stage considered the identification of the number of circuits (collection of schools in a defined geographical area) as well as the number of schools and teachers in each circuit. The district can boast of forty-five (45) JHSs in its eleven (11) educational circuits with a teaching staff of 255 teachers.

The second stage dealt with the selection of schools from the selected circuits. A simple random sampling was used to select five (5) circuits out of the 11 circuits. This was chosen because it shares the same educational policies used to administer each of the circuits. To grant equal chances in the selection of the circuits, a lottery method was used. More precisely, pieces of paper of equal sizes were numbered from 1 to 11 with each number associating to a particular circuit. These papers were folded and put in an enclosed container and shaken to make sure they were well mixed. One after the other from the list of 11 papers in the container the researcher then randomly picked five cards. The container was shaken after each selection to ensure that all units had equal opportunity of being selected. The numbers that were picked happen to be 3, 7,

4, 2 and 5 which tallied respectively with their corresponding Circuits in the same order, such as Loggu, Bulenga, Baayiri, Jayiri and Gorripie circuit.

Subsequently, three (3) schools were selected from each of the selected Circuits. To successfully carry out this, a second round of simple random sampling technique was used in the selection of Junior High Schools each from the selected Circuits. The units of the schools were arranged in a suitably convenient order and a serial number assigned to each unit. Pieces of papers with the numbers were put into a respectable and well shuffled and the pieces of papers drawn one after the other. After each draw, the remained is shuffled before another paper was drawn. This was done until the total number added up to size of the sample. The 15 schools that were selected for the study had permanent staff strength of 96 (Wa East District Education Directorate, 2017).

Table 1: Sampled Schools and Respondents

Names of Schools	Teachers' Population	(Sample Size)
Gudaayiri D/A JHS	16	6
Kataa D/A JHS	19	7
Guonuo D/A JHS	16	6
Loggu D/A JHS	19	7
Loggu-Sagu R/C JHS	15	5
Bornaa D/A JHS	16	5
Manwe E/A JHS	24	10
KpaglahiMeth. JHS	14	5
Goripie E/A JHS	22	9
Kulkpong D/A JHS	20	8
Tuasa D/A JHS	16	6
Jeyiri D/A JHS	13	5
Dupare E/A JHS	11	4
St. Augustine's R/C JHS	19	8
Cheggu E/A JHS	15	5
Total	255	96

Source: Wa East Education Directorate: School Enrolment Statistic-2016/2017

With the permission of the District Directorate of Education, the researcher had the opportunity to interview the Human Resource personnel, the Statistical officer and the Examination officer on Tuesday, 22nd and Thursday 24th May, 2018. The interview was conducted at their own scheduled and convenient time. Since the average staff strengths of JHS in Wa East District was six teachers, all teachers present at the time of the visit by the researcher were given copies each to respond to.

Each of the five selected circuit supervisors was met with interview guide to elicit their responses. The final stage dealt with the selection of management staff (personnel responsible for initiating, developing, implementing and monitoring policies and programmes) at the District Education unit. The human resource manager, Assistant director in charge of supervision and the statistical officer were the key informants contacted at the Wa East District Education office, Wa.

Data Collection Instrument

Data sources can be said to include all those places or phenomena from or through which data can be generated. Data collection instruments that were used in the study to gather data were the questionnaires and interviewing.

Questionnaire

Data was collected from the respondents (teachers) through the administration of questionnaires. The main instrument used to collect data for the study was a questionnaire. Questionnaire items were carefully designed based on the objectives of the study. The variables were obtained through review of related literature and worded with both closed and open-ended ended

questionnaire after my supervisor has scrutinized it. The questionnaire was developed on five-point likert scale. It helps in obtaining first-hand information from the respondent (Creswell, 2014).

The instrument was divided into five sections: sections A-E. The sections focused on the following: Section A: Demographic characteristic of respondents; Section B: indicators of organisational citizenship behaviour of teachers; Section C: factors that influence organisational citizenship behaviour of teachers; Section D: determinants of teachers' performance and Section E: measurement of teacher performance.

Interviews

The study also implored interviewed guides in the collection of qualitative data. It conducted interviews with circuit supervisors and some personnel of the Wa East Education Directorate including the Human Resource Officer, Exam Officer and the Statistics Officer at the GES district office. The interview guide on the other hand serves as a follow-up data collection instrument to supplement information provided by teachers in the questionnaires. It sought to elicit additional and supportive data already collected as well as raised queries raised by respondents in their questionnaires. This instrument was responded by the school management and officials from the District Education Service directorate.

Field Challenges

The exercise was faced with a major constraint which was the unwillingness of some staff to participate in the exercise due to various reasons such as confidentiality issues and inflexible work schedules. However, this

difficulty was minimised by providing assurances and also allowing them to fill the questionnaires during their limited free periods.

Ethical Considerations

Some of the main rules of data collection deal with voluntary participation, right to privacy, anonymity and confidentiality (Neuman, 2014). Neuman (2014) added that, every study is expected to consider these major ethical issues and tackle them as best as possible. Anonymity was also ensured by not allowing respondents to indicate their names, contacts or other sensitive personal information on the questionnaire. Respondents were also given assurances that none of their personal information in Section A would be leaked to the public domain.

Additionally, confidentiality was also ensured by pledging that all information provided would be kept confidential and thus none of them would be used for purposes other than this study. In terms of voluntary participation, all respondents were allowed to freely participate in the data collection exercise. This was achieved by informing respondents to voluntarily participate in the exercise and not under pressure or duress. Also, right to privacy was achieved by allowing the respondents to fill the questionnaire without interferences and, however, any clear statement was attended to under their instructions and through their own convenient medium. These ethical issues were addressed in order not to jeopardise the quality of the study.

Pre-testing the instrument

In order to ensure validity and reliability of information, individual instruments design for data collection were tried, tested and adjusted before

embarking upon the actual data collection at the field. The validity of work is the extent to which a technique or instrument measures what it purports to measure or discover. The instruments used to collect data, objective analysis and presentation with regards to whole research process lends credence to its validity. As validity refers to the degree to which a study accurately reflects or assesses the specific concept that the researcher is attempting to measure, reliability is concerned with the accuracy of the actual measuring instrument or procedure.

Validity and reliability are generally complementary concepts, but in some situations, they conflict with each other. At times, as validity increases, reliability becomes more difficult to attain and vice versa. Validity is the degree to which a research instrument measures what it is supposed to measure (Neuman, 2014). In any case, validity should be concerned with evaluating the accuracy and the effectiveness of the instruments or techniques employed for a particular research.

Similarly, reliability basically indicates the extent to which a measure contains variable errors and these errors have to differ from observation and that vary from time to time for a given unit of analysis measured twice or more by the same instrument (Price, Jhangiani & Chiang, 2015). The instruments were pre-tested at Loggu-Kparisaaga R/C JHS of Wa East District in the Upper West Region which shared the same characteristics with those school selected for the study. The pre-test was done to determine the validity and reliability of the instruments. For instance, items showing ambiguity thus double meaning and difficulty to understand were removed. This in no small way contributed significantly to the validity and reliability of data collected.

Furthermore, the degree of reliability measures the extent to which data collection can be trusted (Yin, 2017). The pre-test result revealed a α of (.912) based on the composite of the question items (57 items) in the questionnaire. This result ($\alpha = .912$) was greater than the generally acceptable ($\alpha = .70$). In relation to the study's section, the α of Section B was 0.769; Section C had a α of 0.80; Section D had a α of 0.864 and finally, Section E had a α of 0.812 respectively. These alpha values indicated that the study's research instrument was acceptable and as such, reliable for obtaining data from the target population. The result was presented in Table 2.

Table 2: Result of the reliability test

Sections	Cronbach alpha (α)
Section B	0.769
Section C	0.80
Section D	0.864
Section E	0.812
Overall	0.912

Source: Field survey (2019)

Data Collection Procedures

The study employed both primarily and secondary sources of data collection for the purpose of the study. The primary data was gathered using questionnaires which were distributed randomly among of the selected schools to solicit responses from teachers, scheduled interviews with headteachers, circuit supervisors and some personnel at the GES district office in Funi. Secondary data was gathered from Wa East district GES Office on BECE Statistical Summary over the period being studied, school records and Ghana

Educations Service official Websites. It took the researcher three days to distribute the questionnaires to the teachers and interviewed headteachers. After distributing the questionnaires, the researcher has to make several visits to the schools between four to five days to retrieve the questionnaires. The school visits were embarked on from Friday, 8th to Thursday, 14th June, 2018.

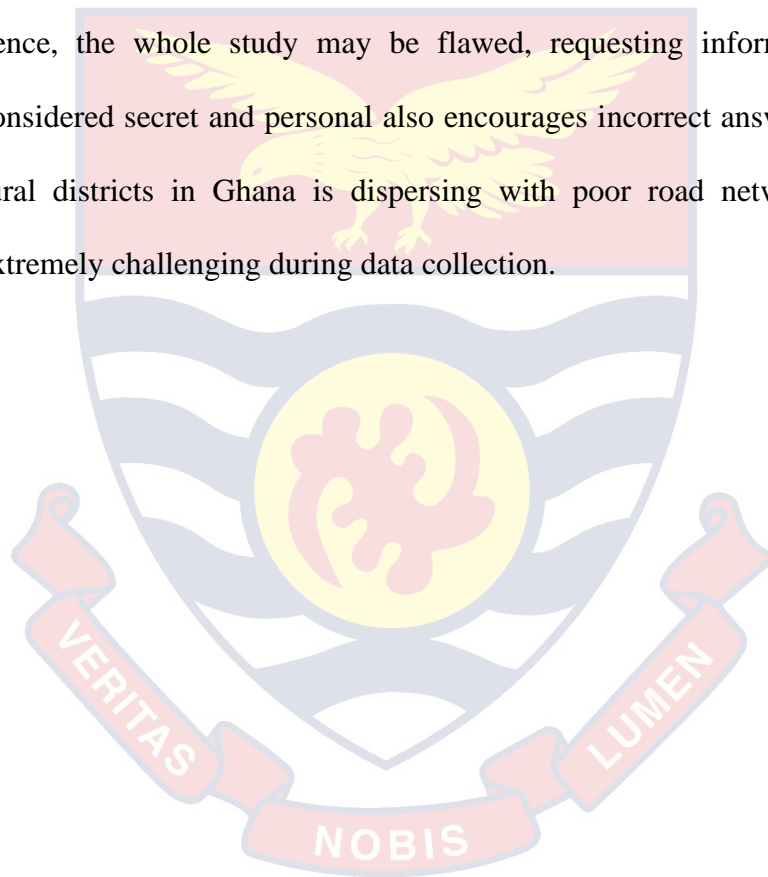
Earlier on, with the permission of the District Director of Education, the researcher had the opportunity to interview the Human Resource personnel, the Statistical officer and the Examination officer on Tuesday, 22nd and Thursday 24th May, 2018. The interview was conducted at their own scheduled and convenient time. As a result, enough time was available for the respondent to offer accurate and detailed information to the researcher.

Data Processing and Analysis

After the administration of questionnaires and interview guide, then followed was data analysis. Prior to analysis, the questionnaires obtained were first sorted out and checked whether they have adequately been completed and the incomplete ones rejected. The responses were then grouped according to the study's research objectives. In terms of the quantitative aspect of the study, the IBM SPSS Statistics was used to process the data. The data was then analysed using frequencies, percentages, means, standard deviation and chi-square based on the research objectives. The results were then presented in tables and figures and discussed thereof. In terms of the interviews, the data obtained was decoded and transcribed and analysed narratively. The result was then narrated to support and or disapprove the findings of the quantitative analysis.

Chapter Summary

This chapter reviewed the methodology employed in fact findings for the research. The methods entailed the research design, study area, population, sampling procedure, data collection instrument, data collection procedures and data processing and analysis. The major limitation of descriptive survey research is that it depends on the co-operations of respondents. When data collection procedures are erroneous, the responses given may be inaccurate and hence, the whole study may be flawed, requesting information which is considered secret and personal also encourages incorrect answers. Wa East as rural districts in Ghana is dispersing with poor road network which was extremely challenging during data collection.



CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The chapter presented the results from the analysis of the study. The results and discussion were done in line with the study's research objectives and supported by existing literature.

Socio-Demographic Characteristics of Respondents

The following respondent's characteristics were discussed: sex, age, marriage, occupation, as well as educational status of respondents. The section was based on data obtained from 89 respondents out of the 96. The study, therefore, achieved a response rate of 92.7%. The response rate was acceptable as it was in line with Yin's (2009) rule of thumb (i.e. > 50%). The aim is to determine how these characteristics influenced the OCB of the respondents. People might put up a work-related behaviour that was influenced by their sex, age, education status, marital status among others. Also, the sex of the respondents was necessary in the sense that being a man or women has the tendency of influencing OCB as role or responsibilities of men and women vary (Diricana & Erdil, 2016). Consequently, the result of the demographic characteristics of the respondents were presented in Table 3.

Table 3: Socio-demographic Characteristics of Respondents

	Frequency	Percent
Sex		
Male	75	84
Female	14	16
Total	89	100.0
Age		
20-29	34	38.2
30-39	47	52.8
40-49	6	6.7
50-59	1	1.1
60-69	1	1.1
Total	89	100.0
Marital Status		
Married	68	76.4
Divorce	1	1.1
Single	20	22.5
Academic Qualification		
Cert A	1	1.1
Diploma	68	76.4
Degree/Masters	20	22.5
Residential Status		
On campus	15	16.9
Off campus but in town	49	55.1
Off campus but outside town	25	28.1
Total	89	100.0
Number of years worked		
1-5 years	46	51.7
6-10 years	30	33.7
11-20 years	12	13.5
20 years and above	1	1.1
Total	89	100.0

Source: Field Survey (2019)

Table 3 showed the sex of the various respondents contacted in the field. From the analysis it revealed that majority of the respondent representing 84% were male and the remaining 16% were female. This implies that more males were contacted than females and the reason being that Wa East District had more male teachers than the female teachers as revealed by the Wa East District Education Directorate (2018).

The age of the respondents was assessed and results presented in Table 3. The ages of the respondents were also considered relevant to these current studies. To investigate the presence of OCB and its effects on student's performance in some selected Junior High School in Wa East, it was really important to consider the maturity levels of the respondents that could easily be associated with their ages. Table 3 shows the age distributions of the respondents contacted with the age distribution of 20-29, 30-39, 40-49, 50-59 and 60-69. The data analysis revealed that age 30-39 holds the majority of respondents contacted of 47 out of the total 89 respondents representing 52.8%. It was also revealed that age distribution 20-29 was the second highest of respondents of 34 respondents representing 32.8% followed by age 40-49 with 6 respondents out the total respondents representing 6.7%.

Finally, ages distributions 50-59 and 60-69 were 1 respondent each representing 1.1% each. The age distributions results portrayed that, there was still high active labour force as most of the respondents were fallen within the distributions of 20-39. This was also a signal to management that there are more years of advancement and potential citizenship behaviour, therefore, calls for effective policy in training, career advancement, promotion and motivation to induce and develop the spirit higher citizenship behaviour among basic schools.

It is also important to deduce from the analysis that the least respondents fall within 50-69 is an indication that most people at that age group were retirement or not economically active.

As indicated in Table 3, out of the total respondents of 89, 68 of them were married representing 76.4%. Again, singles were 20 respondents and divorcees were only one with their respective percentages of 22.5% and 1.1%. The relationship that could be established from the marital status of the respondents is such that, it was more likely that the behaviour of couples can determine their response to work which also had a direct relationship in citizenship behaviour. Also, decisions of married people would vary from unmarried or divorced groups since their decisions would not have immediate consultations in time of effective decision-making. In contrast, married couples might also exhibit lower citizenship behaviour as compared to singles due to their preoccupation with family-related responsibilities as revealed by Diricana and Erdil (2016).

Table 3 further showed the academic qualifications of the various respondents. The academic qualifications ranged from Certificate 'A' popularly known as Cert A, Diploma to Degree/Masters. This range was chosen due to the fact that almost all teachers within the educational value chain and especially the Junior High Schools were above the student teacher level. From the analysis, the results revealed that Diploma holders were the majority of respondents of 68 out of the total 89 representing a percentage of 74.4%.

Also, second in the academic qualification was the Degree/Masters of 20 respondents with Cert A being the least of 1 respondent with their percentages of 22.5% and 1.1% respectively. Academic qualification was considered relevant to this study in the sense that, the consciousness of people

on educational level has direct correspondence to their behaviours towards contributing to society's development for which citizenship behaviour is one. Base on this opinion, one could complete from the analysis that at least averagely there would be citizenship behaviour in Junior High Schools as most of the respondents has diploma qualifications.

From Table 3, the results revealed that 51.7% of the respondents had their work experience ranging between 1-5 years. Also, the results showed that 33.7% of the respondents had their work experience ranging between 6-10 years whereas 13.5% had their work experience between 11-20 years. An insignificant percent of 1 had their work experience above 20 years. Essentially, the results implied that majority of the teachers had substantial work experience and that could have influenced in their behaviour and commitment to the teaching profession.

Also, the outcome of the analysis implies that majority of the respondents (51.7%) were still in the early stage of their employment and their poor citizenship behaviour would have a greater negative impact on pupils' performance at the Junior School level. On the other hand, their positive impact will be felt if they adopt and develop good citizenship behaviours. In addition, it would also be a great positive impact on school's performance as the average work experience of years 6-10 and 11-20 were 33.7% and 13.5% respectively. This means that there were more experienced workers in the system that understands best practices and this could promote good citizenship Behaviour.

It is important to note that, access to comfortable accommodation could have impact on teachers' behaviour and attitude to work in schools as well as any other person. To understand the residential status of the respondents, data

was collected on accommodation situation of teachers such as on campus accommodation, Off-campus but in town, and Off-campus but outside town.

The results shown in Table 3 revealed that majority of the respondents were off campus but in town. This was evident as 55.1% of the total respondents indicated that they stay in the community where the school was located but not within the school premises and only 16.9% of them were staying within the premises of the school. On the other hand, 28.1% of the teachers revealed living off campus which was outside the host community/village of the school. Staying closer has the tendency of promoting good citizenship behaviours among teachers because they were accessible to each other and the student as well.

Key indicators of organisational citizenship behaviour among teachers

The first objective of the study assessed if there was any organisation citizenship behaviour (OCB) among teachers in Junior High Schools in the Wa East. Key indicators were identified to ascertain the possibility of OCB among teachers which included organisational commitment, consciousness, altruism, civic virtue, courtesy and organisational compliance. These indicators were assessed based on certain statements as shown in the tables 7 below.

Organisational commitment was considered a variable to ascertain whether OCB existed among teachers at the Junior School Levels. The statement in Table 4 explained how organisational commitment could demonstrate the presence of good citizenship behaviour. It is to note that, strongly disagree (S.D.), disagree (D.), Uncertain (Un.), Agree (A) and strongly agree (S.A.) and Weighted Average Score represented WAS.

Table 4: Determinants of organisational commitment

Response	S.A.	A.	Un.	D.	S.D.	WAS	Rank
I do not take extra break	0.247	0.438	0.225	0.034	0.056	3.786	1
Proud to tell others am part of this organisation	0.36	0.329	0.159	0.034	0.12	3.781	2
Work without supervision	0.371	0.37	0.034	0.011	0.21	3.669	3
Overall	0.978	1.137	0.418	0.079	0.386	11.236	

Source: Field Survey (2019)

From Table 4, the results show that the highest weighted average score of 3.786 was scored by 'I do not take extra break' and as such, ranked as the best form of Behaviour contributing to organisational commitment. Also 'Proud to tell others am part of this organisation' was second with an average score of 3.781' whereas 'I never work deliberately below my best even without supervision' scored a weighted average of 3.669 and forms the least organisational commitment as revealed by the results. As it has been revealed in the literature (Acaray & Akturan, 2015; Karadal & Saygin, 2013; Deepaen *et al.*, 2015; Runhaar, 2014; Sincer *et al.*, 2018), commitment to an organisation is conceptualised as a strong belief in, and acceptance of, an organisation's goals and a strong desire to maintain membership in the organisation.

The important assertion was that these behaviours were often internally motivated, arising from within and sustained by an individual's intrinsic need for a sense of achievement, competence, belonging or affiliation. It is important to emphasize that OCB refers to a particular class of student behaviours, while organisational commitment is essentially attitude-based which is typically measured by the degree of practically significant workplace Behaviours related to student job attitudes. Because affective commitment maintains behavioural direction when there is little expectation of formal rewards (Demir, 2015;

Magdalena, 2014), it would seem logical that affective commitment drives those Behaviours (i.e. discretionary Behaviours) that do not depend primarily on reinforcement or formal rewards.

This variable as found in the literature and based on the analysis is in line with Meyer, Bartunek and Lacey (2002) who asserted that organisational commitment predicts helping Behaviour. Kasule (2008) found a positive relationship between organisational commitment and OCB, and then asserted that an improvement in organisational commitment leads to a real improvement in OCB. According to Angom (2006), commitment is significantly related to OCB and that commitment is a predictor of OCB.

Consciousness to work was also an issue contributing to ensuring good citizenship Behaviours at the basic school. The outcome of the various responses on the contribution of consciousness to work had been outlined in Table 5.

Table 5: Factors indicating Consciousness to Work

Factors	S.A.	A.	Un.	D.	S.D.	WAS	Rank
Start work at the appointed time	0.258	0.551	0.157	0.011	0.022	4.009	1
Work within time	0.225	0.580	0.146	0.011	0.036	3.941	2
Total	0.483	1.131	0.303	0.022	0.058	7.95	

Source: Field Survey (2019)

The Table 5 shows the response and their weighted average score rankings on the contributions of consciousness to work on OCB. The responses were such that, views were presented to respondents on their view towards consciousness to work and its impact on ascertaining OCB. These included that,

‘Respondents start work at the appointed time’ and I get a great deal done within the set time frame’. Based on their weighted average scores, ‘start works at the appointed time’ scored the highest of 4.009 with ‘I get a great deal done within the set time frame’ scoring of 3.941. This result means that starting work at the appointed time added more in achieving organisational goal than get work done at the stipulated time.

With respect to expectancy theory, Brooks (2006), argued that humans act according to their conscious expectations that a particular behaviour will lead to precise desirable goals. The expectancy theory, with all its ensuing refinements, provides a popular explanatory framework for a variety of student behaviours, including levels of motivation, performance, student turnover and absenteeism, in addition to leadership effectiveness and career choice.

Altruism was also one of the components used to determine the presence OCB among teachers. Some factors considered included the following; ‘I do not take days off without previously asking for permission’, ‘Help colleague teachers to complete task’ and ‘Anticipate problems and develop solutions’. The rest were ‘I help others who have been absent and I assist other, with their work’. The results from the findings are presented in Table 6.

Table 6: Contributions of altruism to organisational commitment

Response	S.A.	A.	Un.	D.	S.D.	WAS	Rank
Assistance to others	0.416	0.404	0.09	0.045	0.045	4.101	1
Assist colleague teachers	0.315	0.483	0.146	0.045	0.011	4.046	2
Problem-solving support	0.292	0.528	0.067	0.079	0.034	3.965	3
Support absentees	0.191	0.427	0.202	0.124	0.056	3.573	4
Total	1.551	2.314	0.629	0.338	0.168	19.742	

Source: Field Survey (2019)

Table 6 showed the results from the analysis on the factors contributing to altruism which resulted in OCB. From the ranking of their weighted averages, ‘I assist others with their work ‘was ranked first with average score of 4.101, followed by ‘I Help colleague teachers to complete tasks ranked as it was ranked second with a weighted average score of 4.046. The rest base on the ranking were ‘help colleague teachers to complete tasks, and ‘I will willingly help others who have work related problems to solve with third and fourth positions with their weighted average scores of 3.965 and 3.573 respectively. This outcome shows that, every extra role contributes positively towards ensuring good OCB among teachers in the Wa East District.

Civic virtue was also identified and used in order to assess the OCB among the respondents. The results are dully presented with their corresponding explanations.

Table 7: Factors of Civic Virtue resulting in OCB

Factors	S.A.	A.	Un.	D.	S.D.	WAS	Rank
Attend meetings	0.337	0.472	0.124	0.045	0.022	4.057	1
Decision making	0.292	0.36	0.179	0.079	0.091	3.686	2
Attend functions	0.191	0.427	0.124	0.191	0.067	3.484	3
Total	0.82	1.259	0.427	0.315	0.18	11.227	

Source: Field Survey (2019)

From the Table 7, the responses considered were, ‘I attend many staff, circuit and PTA meetings about the school, ‘I vote for or against in decision-making’ and ‘I attend functions not required. The outcomes were ranked based on their weighted average scores with the initial response being ranked first, thus, ‘I attend many staff, circuit and PTA meetings about the school with a score of 4.057 just like the case of altruism. This means that respondents were

very resolute in their decision making. The rankings of their contributions were followed by, ‘I vote for or against in decision making’ and ‘I attend functions not required of weighted averages scores of 3.686 and 3.484 for second and third positions respectively.

Courtesy is one variable that is being appreciated by the society. Accordingly, courtesy was considered as an element with significant contribution to OCB among teachers. Factors considered with respect to courtesy included ‘I help others who have been absent’, ‘I give advance notice if unable to come to work’ and ‘Anticipate problems and develop solutions to mitigate them. The results from the analysis are presented in Table 8.

Table 8: Factors of courtesy resulting in OCB

Response	S.A.	A.	Un.	D.	S.D.	WAS	Rank
Provide advance notice of incomplete work	0.398	0.443	0.068	0.023	0.068	4.08	1
Anticipate problems and develop solutions	0.292	0.528	0.067	0.079	0.034	3.965	2
Keep up with new developments	0.191	0.427	0.202	0.124	0.056	3.573	3
Total	0.881	1.398	0.337	0.226	0.158	11.618	

Source: Field Survey (2019)

The results from the analysis represented on the table 4.10 indicated that, ‘I give advance notice if unable to come to work was ranked first of 4.08 weighted average score, followed by ‘Anticipate problems and develop solutions with weighted average score of 3.965. Finally, I keep up with any new developments in the organisation was ranked the third and the last with score of 3.573.

Organisational compliance was also used to assess the OCB among teachers. Under this section only one response was being considered in the analysis as presented on the table below.

Table 9: Factors of Organisational Compliance resulting in OCB

Factor	S.A.	A.	Un.	D.	S.D.	WAS
Obeys rules and regulations	0.517	0.348	0.079	0.011	0.045	4.281

Source: Field Survey (2019)

As shown in Table 9, the result showed a weighted average score of 4.28. Though a single factor, a weighted average of 4.281 shows that organisational compliance was high among teachers in the Wa East District which is a demonstration of good OCB. The combined effect of all the six variables or components identified and assessed portrayed existence of good OCB among Junior High Schools in Wa East District.

Table 10: Aggregation of Components of OCB

Components of OCB	S.A.	A.	Un.	D.	S.D.	WAS	Rank
Altruism	1.551	2.31	0.629	0.338	0.168	19.742	1
Courtesy	0.881	1.39	0.337	0.226	0.158	11.618	2
Organisational Commitment	0.978	1.13	0.418	0.079	0.386	11.236	3
Civic Virtue	0.820	1.25	0.427	0.315	0.18	11.227	4
Consciousness to Work	0.483	1.13	0.303	0.022	0.058	7.95	5
Organisational Compliance	0.517	0.34	0.079	0.011	0.045	4.281	6

Source: Field Survey (2018). Note: Multiple responses were allowed

From Table 10, altruism was considered and ranked first as a major variable contributing to the OCB among teachers in the Wa East District with a weighted average score of 19.742. These results confirmed to the findings that Altruism (e.g., helping new colleagues and freely giving time to others) is

typically directed toward other individuals but contributes to group efficiency by enhancing individuals' performance.

The first part of this definition (helping others with work-related Problems) includes altruism, peace-making, and cheerleading dimensions (Organ, 1988) which capture notion of courtesy, which involves helping others by taking steps to prevent the creation of problems for co-workers. The second on the ranking was courtesy at work with a score of 11.618. This did not come as a surprise as everyone sees courtesy as a tool that promotes good social Behaviour. From the ranking, Organisational commitment was ranked in the third position with score of 11.236 as a major component in ascertaining whether there is OCB in Junior High Schools.

This position added up to the argument that organisational loyalty consisted of loyal boosterism, spreading goodwill and protecting the organisation, and the endorsing, supporting, and defending organisational objectives construct (Diricana, & Erdil, 2016; Anjum, & Parvez, 2013). Again, civic virtue was ranked at the fourth position at a score of 11.227, followed by consciousness to work at a score of 7.95 and finally Organisational compliance of 4.281. In conclusion, there is enough evidence that all the variables or components identified contribute in ascertaining OCB. According to Morrison (1996), socialisation research suggests that students who perform one type of Behaviour (OCB) are likely to perform other types of Behaviours like customer-oriented Behaviours due to personal values acquired through the socialization process.

Organisational commitment is characterised by students' willingness to contribute to organisational goals. It is influenced differently by the nature of

their commitment, those wanting to belong were more likely to exert effort to perform than those obligated to belong (Allen & Meyer, 1990). From the analysis and discussion of the results, it was evident that there existed strong OCB among teachers at the Junior High School level in the Wa East District.

Factors influencing organisational citizenship behaviour of teachers

Among the specific objectives, identification of factors influencing OCB placed second. Social exchange theory points out some basic needs that people develop and expects to acquire from their relationships with others. These needs could include achievement, affiliation and power. Furthermore, the theory indicated that if people assumed that each individual's combined achievement, affiliation and power needs would overcome their costs then they would engage in social relationships. Consequently, the study sought to identify the factors that influenced OCB of teachers at the Junior School level. The study started by assessing the general attitude of teachers towards school work and the results are presented in Figure 2.

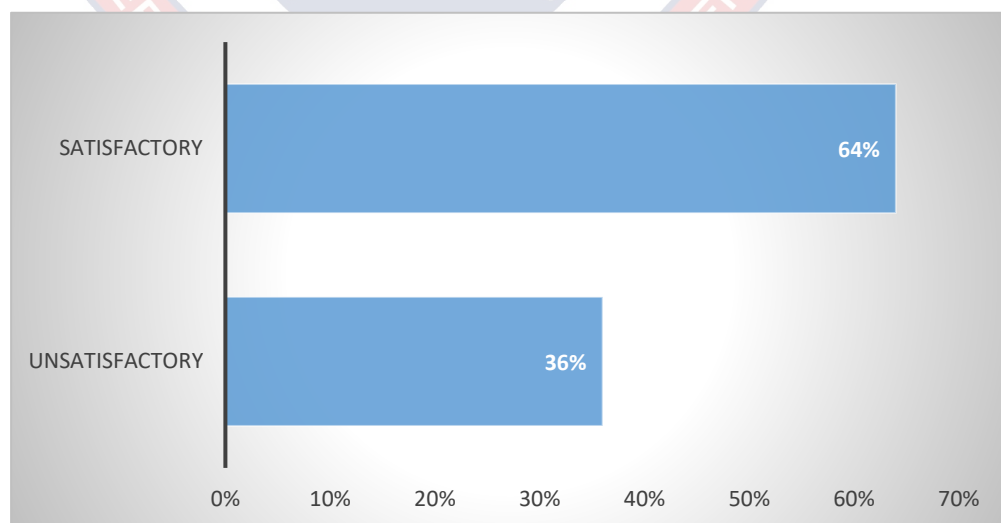


Figure 2: General attitude of teachers towards work in this school

Source: Field Survey (2019)

From Figure 2, the results showed that the general attitude of teachers in the Wa East district was satisfactory as indicated by 64% of the respondents. Majority of the respondents argued that the teachers did well to attend to lessons timeously, gave exercise and assignments and marked them as among many other reasons for their position. However, a substantial number (36%) of the respondents revealed that the general attitude of teachers in the district was unsatisfactory. Those who considered the general attitude of teachers as unsatisfactory indicated that rampant absenteeism and lateness to school as factors characterizing the Behaviour of teachers in the district. This result implied that the highest level of attestation to the satisfactory Behaviour of teachers in the district demonstrate a good start for exhibiting OCB.

According the social exchange theory, teachers who feel establishing relationships with their students would be rewarding would develop such relationships. They would, therefore, exhibit certain citizenship behaviours which could invariably benefit their students. On the other hand, if teachers feel that developing relationships with their students would lead to unnecessary cost, they would be discouraged from doing so and this could invariably affect the performances of their students. This is because, the teachers would not be willing to exhibit citizenship behaviours away from their formal behaviours.

Another factor that could influence the OCB of teachers in the district was how motivated they were at work. Consequently, the feeling of motivation among teachers was assessed and the results were presented in Figure 3.

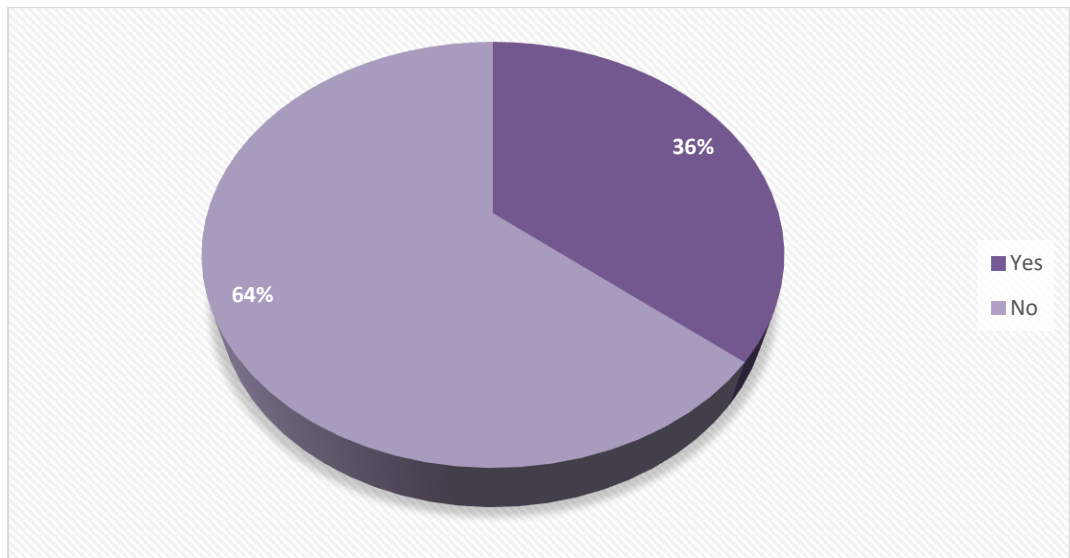


Figure 3: Teachers feeling motivated to give out their best
Source: Field Survey (2019)

From Figure 3, it was established from the analysis that 64% of the respondents were not motivated, being unmotivated could impact negatively on the citizenship Behaviour of teachers. However, the remaining 36% felt motivated and this had positively influenced their OCBs. These responses affirmed the fact that motivation as a means of promoting citizenship Behaviour confirmed the findings of Tang and Ibrahim (1998) who observed that a motivated student is most likely to adopt good OCBs. With regards to theory, the expectancy theory advanced by Vroom (1964) suggests that work motivation is determined by two factors, namely the relationship between effort and performance and the desirability of various work outcomes that are connected with different performance levels.

In line with the view of Lawler (1973) and Vroom (1964), teachers' commitment to effective teaching is a requisite for good performance in school. With respect to the idea of Vroom (1964), teachers are expected to deliver enough teaching which is dependent on the Behaviour of the teacher. However,

most teachers only exhibit such Behaviours when they are motivated to teach the students.

To assess the specific factors influencing OCB in JHS, some factors were identified and ranked in order of their weights and their level of influence. The factors include, personal job satisfaction, self-esteem, sense of patriotism and reward and regular remuneration. The rest were improved condition of service, accolades and prize and respect and recognition. Respondents multiple responses and ranking results were presented in Table 11.

Table 11: Factors influencing organisational citizenship Behaviour of teachers in JHS

Factors	Freq	Percent	Rank
	[n=89]		
Improved Condition of Service	82	92%	1 st
Personal Job Satisfaction	72	82%	2 nd
Reward and Regular Remuneration	68	76%	3 rd
Sense of Patriotism	66	74%	4 th
Self esteem	54	61%	5 th
Respect and Recognition	51	57%	6 th
Accolades and Prize	38	43%	7 th

Source: Field Survey (2019) Note: Multiple responses were allowed

From Table 11, improve condition of service of teachers was rank first as the highest factor influencing OCB of teachers weighting 92%. Personal job satisfactions and reward and regular remunerations were ranked as the second and third factors scoring 82% and 76% respectively. The case of job satisfaction confirmed to the view that workers with high levels of job satisfaction were more likely to be engaging in OCB (Brown, 1993). Furthermore, individuals with higher levels of job satisfaction demonstrated decreased propensity to

search for another jobs (Sager, 1994), and a decreasing propensity to leave their current jobs.

Also, sense of patriotism and self-esteem were also the factors considered to be influencing teachers' citizenship Behaviours in schools at the basic level. These were ranked at the 4th and 5th positions. These had multiple responses of 66 and 54 representing 74% and 61% respectively. Finally, among those factors influencing citizenship behaviour of teachers were respect and recognition and accolades and awards. These were ranked 6th and 7th positions with multiple responses of 51 and 38 representing 57% and 43% respectively. In the educational sector, teachers are considered as social leaders taking care of large numbers of students in the school setting.

Consequently, Tolman and Honzil (1930) posit that the motivation to behave in a particular way is determined by an individual's expectation and that behaviour will lead to a particular outcome; multiplied by the preference that person has for that outcome. For instance, if by working diligently and for long hours an employee expects to receive promotion at some future date and if that worker cherishes promotion greatly, then logically, one might expect that employee to show that behaviour.

Determinants of Teacher Performance

The section presented the results on research objective three. The results were specifically presented on the determinants of teachers' performance in these selected Junior High schools within the Wa East district. The result was displayed in Table 12.

Table 12: Determinants of Teacher Performance

	Mean	Std. Deviation
Teacher empowerment	4.02	0.991
The nature of the working environment	3.90	1.043
Quality and style of leadership of academic heads	3.87	1.073
Availability of training programmes	3.84	1.057
My condition at work	3.87	1.082
Sense of job security	4.01	.959
Compensation packages	3.84	1.177
Work-life-balance	3.68	0.966

Source: Filed survey (2019)

From Table 12, results of the determinants of teacher performance in the selected JHSs were analysed using means and standard deviations. The results were discussed using means with the highest mean representing the highest determinant of performance while the lowest mean indicates the lowest determinant of teacher performance. Specifically, Table 12 revealed that, teacher empowerment is the highest determinant of teacher performance in the selected schools. This factor obtained a mean of 4.02 with a standard deviation of .991. This was followed by having a sense of job security with a mean of 4.01 and a standard deviation of .959. This means that, the performance of teachers in the schools' understudy are highly determined their feeling of job security.

These results imply that these factors serve as the criteria for determining the motivational needs of the teachers. As such, the presence of these factors positively and highly stimulates teachers to bring out their natural drive in accomplishing tasks assigned to them. Thus, failure to properly satisfy

teachers in line with these key factors could affect their performances. For instance, teachers' performances could be negatively affected if they feel insured at their workplaces. The study's outcome was in line with previous studies by Agyemang-Mintah (2016), Ampofo (2012), Carter (2013), Donkor (2016) and Kwapong *et al.* (2015). Agyemang (2016), for instance, found that intrinsic motivation like empowerment is a major determinant of performance.

The nature of working environment with a mean of 3.90 and a standard deviation of 1.043 was another major determinant of teacher performance. This means that, the nature of working environment in the schools' understudy is a major determinant of teacher performance. This is followed by the quality and style of leadership of academic heads with a mean of 3.87 and a standard deviation of 1.073. This factor is closely followed by the availability of compensation packages and training programs available in the schools' understudy. These factors had the same mean of 3.84 with standard deviations 1.177 and 1.057 respectively.

Additionally, the result revealed ability of teachers to balance work with life roles as the least determinant of teacher performance. This is because, this determinant obtained the lowest mean of 3.68 with a standard deviation of .966. This means that, balancing work with life roles is a least determinant of teacher performance in the schools' understudy. Thus, teachers' pay minimal attention to balancing work with life roles since it is a least determinant of their performance. Carter (2013) also found that, nature of working environment and job security are major determinants of performance. He added that, the absence of these determinants could pose major threats to teachers' commitment and satisfaction which could induce them to perform poorly.

Relationship between organisation citizenship behaviour of teachers and school performance

The last couple of years had been characterised by poor performance of student at the basic school level especially in the core subjects (Mathematics, English, Social Studies, Science, Religious and Moral Education). This led to significant drop in the BECE pass rate nationally. In the Wa East District, stakeholders had raised concerns over the poor performance with some blaming the teachers for not doing their best. Table 13 shows the performance of pupil from 2010 academic year to 2017.

Table 13: Performance of the Wa East District at the BECE level (2010-2017)

YEAR	Number of Candidates that wrote the exams	Number of candidates who passed	Percentage passed	Position on the region
2010	423	262	59%	2 nd
2011	508	357	49%	4 th
2012	638	300	46%	4 th
2013	552	204	34%	5 th
2014	676	291	43%	3 rd
2015	703	337	48%	3 rd
2016	672	343	51%	2 nd
2017	641	434	68%	1 st

Source: Field Survey (2019)

The data on Table 13 showed that the district performance in BECE has been inconsistent. Apart from 2014, 2015, 2016 and 2017 where the district witnessed consistent increase in its performance from 43% in 2014 to 68% in 2017, the performance of the district had witnessed a declined; thus from 59% in 2010 to 34% in 2013. This was much evident as at the regional level, the Wa East District placed second position (2nd) in the 2010 BECE with score of 59%,

but dropped from the 2nd to 4th position in 2011 and 2012 and further to 5th position in the 2013. The improvement in performance in 2014 moved the district from the position from 5th to 3rd position in the 2014/2015 academic year.

Teachers in the Wa East were seriously blamed for the poor performance of the students with some stakeholders pointing hands at the poor attitudes and Behaviours of teachers towards work. Similarly, teachers were receiving all manner of praises for the improvement in the performance of the students over the 5 years (2013-2018). Teachers in the district have been praised for honouring all their lessons and providing extra classes to the students especially the final year students. Such behaviours were ways of displaying OCB of teachers in schools. These among other factors, many believed has accounted for the improvement in the academic performance of the district.

Table 14 presented the results on the relationship between OCB and school performance in the Wa East District. These variables as identified earlier on include organisational commitment, consciousness, altruism, civic virtue, courtesy and organisational compliance.

Table 14: Relationship between OCB variables and School performance

Variable	Chi-sq. (X ²)	p-value (<0.05)	Combined effect (p-value)
Organisational Commitment	31.01	0.2340	0.0021
Consciousness	7.30	0.451	
Altruism	1.32	0.0032	
Civic Virtue	2.43	0.0012	
Courtesy	1.84	0.002	
Organisational Compliance	5.124	0.020	

Source: Field Survey (2019)

From Table 14, with a combined p-value of 0.0021, the findings showed that there was significant relationship between OCB of teachers and school performance based on the data collected in the Wa East District. However, the relationship between the individual elements of OCB and school performance vary. The results showed that there is no significant relationship between organisational commitment ($p=0.2340$) and consciousness ($p=0.451$) and school performance though there is significant relationship between altruism, ($p=0.032$), civic virtue ($p=0.0012$), courtesy (0.002) and organisational compliance (0.02) and school performance. Linking the findings to the expectancy theory, Vroom (1964) and Lawler (1973) indicated that motivation often lead to job satisfaction which is a function of the perceived relationship between an individual's effort, performance, and the desirability of consequences associated with job performance.

Chapter Summary

This section presented the results and discussion of the study in relation to the research objectives. The study revealed that, altruism and courtesy were the key indicators of OCB of teachers in the selected junior high schools. In terms of the factors that influence OCB of teachers, improved conditions of service and job satisfaction were the major factors. Also, teacher empowerment, working environment and sense of job security were the key determinants of performance of the basic school teachers. Finally, civic virtue, courtesy and organisational compliance as components of OCB of teachers were found to have significant relationships with school performance. The next chapter presented the summary, conclusions and recommendations of the study.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The chapter provided the summary of major findings of the study. The chapter also presents the conclusions drawn from the analysis of the data obtained which were discussed in relation to existing literature. It finally made recommendations capable of improving organisational behaviour among teachers.

Summary

The purpose of the study was to examine the effect of organisational citizenship behaviour of teachers on school performance in some selected Junior High Schools in Wa East District. Specifically, the study developed the following objectives in order to

1. identify the key indicators of organisational citizenship behaviour among teachers in the selected Junior High Schools.
2. examine the factors that influence organisational citizenship behaviour of teachers in the selected Junior High Schools.
3. examine the determinants of academic performance of teachers of the selected Junior High Schools.
4. examine the relationship between organisational citizenship behaviour of teachers and school performance.

The study employed the mixed research approach and the case study design due to its purpose. The structured questionnaire and interviews, primary

collection instruments, were used to gather data from 89 teachers with a response rate of 92.7%. The study used the simple random and purposive sampling techniques to select members for the study. The data obtained was processed using SPSS v.24 and analysed using descriptive tools such as frequencies, percentages, means and standard deviation and narrative analysis. The results were then presented in tables in chapter four, but the major findings were summarised below:

In relation to the first research objective on the key indicators of organisational citizenship behaviour of teachers in the selected Junior High Schools, the study found key indicators to include altruism and courtesy. This implies that, teachers exhibit OCB by helping new colleagues, providing free extra classes to students and they also seek for permission to be absent from school. As such, teachers who exhibit altruism and show courtesy are likely to show high organisational citizenship behaviour and vice versa.

In relation to the second research objective on the factors that influence organisational citizenship behaviour of teachers in the selected Junior High Schools, the study found major factors to include improved conditions of service and job satisfaction. This implies that, ensuring continuous improvement in teachers working conditions through improved remuneration, provision of well-structured and adequate facilities and flexible work demands would influence the teachers' level of job satisfaction and invariably induce them to exhibit organisational citizenship behaviours.

In relation to the third research objective on the key determinants of performance of the basic school teachers in the Wa East district, the study found

teacher empowerment, working environment and sense of job security. The implication is that, these factors are the key performance measurement elements used to predict the teachers' level of performances in these schools. The finding explains that, failure of management to empower teachers could negatively affect their teaching abilities and teachers feeling of job insecurity coupled with poor working environment could also negatively affect their performances.

In terms of the fourth research objective on the relationship between organisational citizenship behaviour of teachers and school performance, the study found that there is significant relationship between organisational citizenship behaviour (OCB) and School Performance. However, the relationship between the individual elements of OCB and school performance varies. The results showed that significant relationships between altruism, civic virtue and courtesy and organisational compliance and school performance. The implication is that, any increase in these elements would lead to a significant increase in the performance of the schools' studied.

Conclusion

The study provided an overview and relevant discussion on the organisational citizenship behaviour and school performance within academic literature. It has brought to bear relevant information that could inform policies in relation to organisational citizenship behaviour of teachers in some selected Junior High Schools in the Wa East district, Upper region of Ghana. Based on the findings of the study, the following conclusions were hereby drawn:

With respect to the first research objective, the study emerged that, the key indicators of organisational citizenship behaviour of teachers in the selected

Junior High Schools included altruism and courtesy. This result has been supported by previous empirical studies by indicating that teachers who are courteous and they also support their colleagues exhibit positive organisational citizenship behaviours. The study concluded that altruism and courtesy are key indicators of organisational citizenship behaviour of teachers in the selected Junior High schools within the Wa East district.

With respect to the second research objective, the study emerged that, the major factors influencing organisational citizenship behaviour of teachers in the selected JHSs include improved conditions of service and job satisfaction. This result has been supported by previous empirical studies which indicate that teachers who are highly satisfied with the available working conditions are induced to show organisational citizenship behaviours. The study concluded that improved conditions of service and job satisfaction are the key factors influencing organisational citizenship behaviour of teachers in the selected Junior High schools within the Wa East district.

The third research objective has contributed immensely to achieving the study's purpose. The study revealed that teachers' performances are positively impacted by factors such as teacher empowerment, working condition and work life balance. This result supported previous empirical studies that indicate that, among the various determinants of performance, some of them could have positive impacts on employees' (teacher) performance over others. As such, to prudently manage resources, more attention should be given to determinants that have positive impacts over those that have no significant impact on teacher's performance. The study concluded that, determinants that could

improve teacher's performance within the area understudy include teacher empowerment, favourable working conditions and work life balance.

In terms of research objective four, the study found a positive relationship between organisational citizenship behaviour and school performance in the area studied. This result has been supported by previous empirical studies that indicate that people who exhibit positive organisational citizenship behaviours are able to significantly improve their performances. This objective was achieved and the study concluded that organisational citizenship behaviour is positively related with school performance.

Recommendations

On the strength of the research findings and conclusions made, the following recommendations are hereby made.

The problem at stake was that, performances of basic schools in Ghana especially those in the Wa East district has generally been poor as a result of unclear determinants of organisational citizenship behaviour. In terms of research objective one, the study recommends that Ghana Education Service (GES) and school authorities should establish reward schemes aimed at encouraging altruist and courteous teachers. The reward schemes could include promotions and monetary incentives which could be awarded to teachers who exhibit high organisational citizenship behaviours. Such rewards could be well explained to teachers and well implemented to induce teachers to exhibit expected behaviours.

Also, it remained unclear in Ghanaian literature, the major factors that influence organisational citizenship behaviour of teachers in Junior High

Schools in Ghana. The found revealed the key factors to include working conditions and job satisfaction. It was recommended that, school authorities should continuously improve the working conditions of their teachers in other to induce them to exhibit positive organisational citizenship behaviours. This could be achieved by constantly monitoring and restructuring the working conditions of the teachers in order to ensure that they meet their expectations. This is because, constant improvement in working conditions would encourage the teachers to go beyond their professional duties to exhibit other positive behaviours aimed at improving school performances.

The study also recommended that, policy makers such as Ministry of Education, GES and school authorities should ensure that assistance programs such as leave programs, financial support, compensation/rewards are strengthened in order to provide healthy working environment to teachers to assist them to effectively balance their work-life roles. It would also empower them to willingly take up challenging roles without difficulties. Inadequacy of assistance programs such as poor reward or compensation packages is a major hindrance to teacher empowerment and invariably affect teacher performance. Therefore, strengthening these programs would be very beneficial to the teachers and invariably boost their performances.

Finally, organisational citizenship behaviour of teachers was found to positively relate with school performance. To address this challenge, the study recommended that management should adopt innovative strategies that will lead to encouraging teachers to adopt positive organisational citizenship behaviours. Examples of such strategies could include reducing teacher-student ratio, increasing financial support services (allowances, bonuses) and improved non-

financial support services (counselling, coaching, mentoring). These strategies would help the teachers to properly manage their work roles to drastically minimise negative behaviours exhibited by them. Lack of these strategies would expose the teachers to adopt negative behaviours which will invariably affect the performances of the Junior High Schools studied.

Suggestions for Further Research

Although the study provides useful insight into Organisational Citizenship Behaviours and school performance, the results cannot be generalised to the entire Junior High Schools in Ghana. This is because, the study relied on the opinions and suggestions of teachers in some selected Junior High Schools in the Wa East District, Upper West Region of Ghana. The study therefore recommended that, further research should focus on a broader research by including other basic schools or other classes of academic institutions including Senior High Schools and or tertiary schools in the country. Further research can also examine the factors influencing school performance and this would help improve policies, practices and literature.

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APPENDICES

APPENDIX A

UNIVERSITY OF CAPE COAST

COLLEGE OF HUMANITIES AND LEGAL STUDIES

SCHOOL OF BUSINESS STUDIES

DEPARTMENT OF HUMAN RESOURCE MANAGEMENT

QUESTIONNAIRE

An investigation into organisational Citizenship Behaviour (OCB) and its effect on School Performance: A study of some selected junior high schools in Wa East District.

Kindly be as frank as possible for your responses will be treated as confidential and used for only the intended purpose that is sought. Please tick where applicable.

NOTE: OCB refers all voluntary and helping Behaviours extended to colleagues, supervisors, and students.

Section A. Demographic Characteristic of Respondents.

1. Sex a. Male b. Female .
2. Age a. 20—29 b. 30---39 c. 40---49 d. 50---59 e. 60--69 .
3. Religion: a. Christianity b. Islam c. African Traditional Religion d. others (specified).....
4. Marital status a. married b. divorced c. widowed d. single e. separated
5. Education; Academic Qualification a. Secondary b. diploma/ first degree/HND c. masters and above .

6. Work experience a. 1—5years [] b. 6—10years [] c. 11—20years [] d.20years and above [].

7. Office(s) held in the school.....

8. Course (s) Taught

9. Resident status a. On campus [] b. off campus but in town[] c. off campus but outside town []

SECTION B. Factors influencing Teachers performance and General Roles

10. (a) How long have you worked for the Ghana Education Service (GES)?
.....

11. (a) Do you wish to continue to pursuing teaching as a profession? (a) Yes [] (b) No []

b) Which of the following reason(s) explains why you wish to continue teaching? a) Love for the teaching profession []

b) Lack of a better job [] c) Satisfactory condition of service []

d) Want to use teaching as a stepping stone [] e) other, specify

12. As a teacher do you feel motivated enough to give of your best?

Yes [] ii) No []

13. To what extent will you say your expectations as a teacher have been met?

(a)Fully [] (b).Above average [] (c).Averagely [] (d). Below average []

14. What are some of your core duties as teacher.....

.....

15. How well do you think you are doing your job in the school?

- a. Very well [] b. quite well [] c. well enough [] d. not well []

Give reason for your answer.....

16. A. How will you describe the general attitude of teachers towards work in this school? a. unsatisfactory [] b. satisfactory []

B. If unsatisfactory, which of the following problems are present among teacher? (a) Rampant absenteeism b. lateness to school []

- c. poor work output [] d. others []

17. As teachers, what factors influence your performance in teaching in the district.....

.....

SECTION C: Relationships, Determinants and Effects of Teachers

OCB on Performance

19. Have you ever engage in any voluntary and helping Behaviour in school

- a. low [] b. moderate [] c. average [] d. very high []

20. Which of the following motivates you to exhibit OCB as a teacher?

- a. personal job satisfaction [] b. self-esteem [] c. sense of patriotism []
d. others.....

21. To what extent are you encouraged to exhibit OCB in the school?

- a. Very well [] b. somehow [] c. not at all [] d. not sure []

22. Why will you continue to exhibit OCB?(a. Reward and remuneration []

- (b) Improved condition of service [](c) Accolades and prize []

- (d) Respect and recognition [](e) Regular remuneration []

23. What are effects of OCB on individual teacher and the overall school performance.....

24. Do you think your level of OCB affects the way you do your job?

- a. Yes very much[] b. yes somehow[] c. no not at all d. not sure[]

25. In what way do you think you level of OCB affects the way you do your job

.....

 26. Suggestions to improve OCB for you and your colleagues.....

SECTION D: Presence Organisational Citizenship Behaviour (OCB)

27. *INSTRUCTIONS:* Indicate the extent to which you think the following factors of OCB are exhibited by (you) teachers in the course of duty by ticking the following options that corresponds with your description. Strongly Agree (SA), Agree (A), Uncertain (UN), Disagree (D) and Strongly Disagree (SD)

FACTORS OF ORGANISATIONAL CITIZENSHIP BEHAVIOUR	SA (5)	A (4)	UN (3)	D (2)	SD (1)
I Seek and accept responsibility at all times					
I could be expected to be in a position to start work at the appointed time					
➤ I could be expected to attend work regularly and be punctual					
➤ I perform competently under pressure					

➤ I could be expected to maintain the work I do					
➤ I attend functions not required but that help school image/performance					
➤ I assist my supervisor with his or her work.					
➤ I may stay at work for longer hours than the workday even without compensation					
➤ My attendance at work is above the norm					
➤ I do not take extra breaks.					
➤ I obey school rules and regulations even when no one is watching.					
➤ I believe in giving an honest day's work for an honest day's pay.					
➤ I vote for or against in decision making and portfolio in and outside the school					
➤ I attend many staff, circuit and PTA meetings about the school					
➤ I am proud to tell others that I am part of this organisation					
➤ I am mindful of how my Behaviour affects other people's jobs.					
➤ I talk favorably about the organisation to other people					
➤ I attend meetings that are not mandatory, but are considered important.					
➤ I obey school rules and regulations even when no one is watching.					

➤ When in need, I will help colleague teachers to complete tasks without having been told by management					
➤ I anticipate problems and develop solutions in advance					
➤ I help others who have heavy workload					
➤ I assist others with their work					
➤ I innovate suggestions to improve the school					
➤ I help others who have been absent.					
➤ I give advance notice if unable to come to work.					
➤ I willingly help others who have work related problems to solve.					
➤ I carry out functions that are not required of me but are of help to the school.					
➤ I never deliberately work below my best even without supervision					
➤ I get a great deal done within the a set time frame					
➤ I do not take days off without previously asking for permission					
➤ I keep up with any new developments in the organisation					

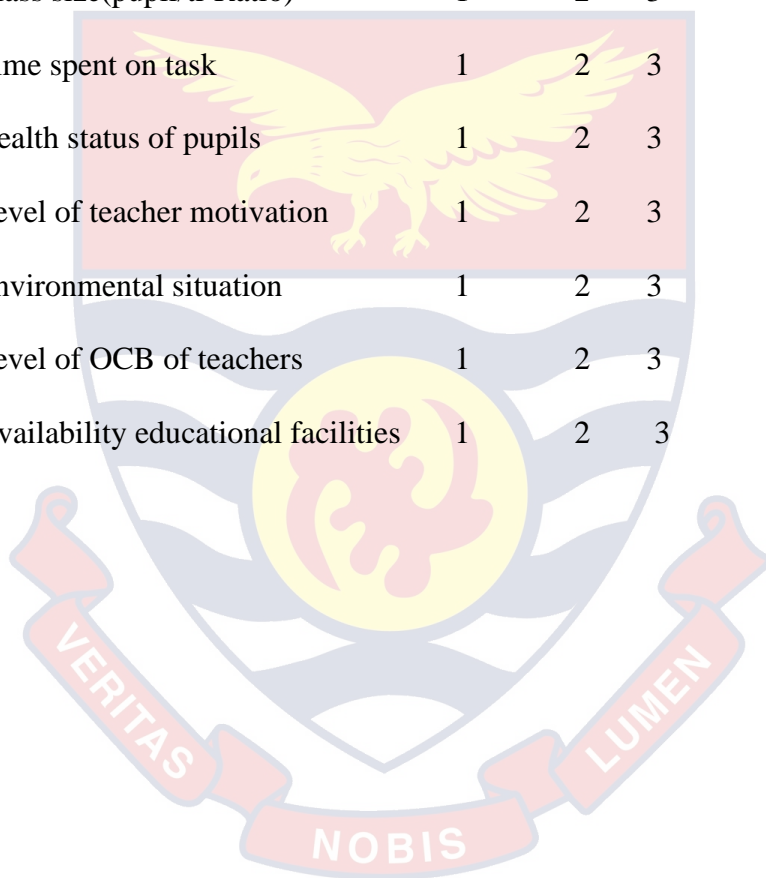
SECTION E:

28. In your opinion, which of the following are factors that determine the academic performance of students in the BECE in the Wa East district?

SUGGESTED FACTORS	tick if applicable
Availability of qualified teachers	[]
Level of disciplines	[]
Level of supervision	[]
Level of parental care for pupils	[]
Availability of teaching and learning materials	[]
Class size (pupil/tr Ratio)	[]
Time spent on task (teaching and learning)	[]
Health status of pupils	[]
Level of teacher motivation	[]
Environmental situation	[]
Level of OCB of teachers	[]
Availability qualified teachers	[]
Availability quality educational facilities	[]

SECTION F: For each of the factors you have ticked above, indicates how it affects students' academic performance in the school. Use the scale (1, 2, 3, 4, 5) for the rating . (Circle on responses for each item).

	Sign.	Very Sign.	Slightly Sign.	Very Insign.	Insign.
Availability of qualified teachers	1	2	3	4	5
Level of disciplines	1	2	3	4	5
Level of supervision	1	2	3	4	5
Level of parental care for pupils	1	2	3	4	5
Availability of TLMs	1	2	3	4	5
Class size(pupil/tr Ratio)	1	2	3	4	5
Time spent on task	1	2	3	4	5
Health status of pupils	1	2	3	4	5
Level of teacher motivation	1	2	3	4	5
Environmental situation	1	2	3	4	5
Level of OCB of teachers	1	2	3	4	5
Availability educational facilities	1	2	3	4	5



APPENDIX B

UNIVERSITY OF CAPE COAST

COLLEGE OF HUMANITIES AND LEGAL STUDIES

SCHOOL OF BUSINESS STUDIES

DEPARTMENT OF HUMAN RESOURCE MANAGEMENT

An investigation into organisational Citizenship Behaviour (OCB) and its effect on School Performance: A study of some selected junior high schools in Wa East District.

Kindly be as frank as possible for your responses will be treated as confidential and used for only the intended purpose that is sought. Please tick where applicable.

NOTE: OCB refers all voluntary and helping Behaviours extended to colleagues, supervisors, and students.

AN INTERVIEW GUIDE FOR EDUCATIONAL STAKEHOLDERS IN WA EAST DISTRICT

SECTION A: EDUCATIONAL PROFILE OF THE DISTRICT

Topic: An investigation into organisation Citizenship Behaviour (OCB) and its effect on School Performance: a case study some junior high school in Wa East District.

Kindly be as frank as possible for your responses will be used for only the intended purpose that it is sought. Thank you for your response

1. How many schools are in the district
2. Colleges: b. SHS :
3. JHS: d. Primary:

4. How many teachers are teaching in basic schools
5. Professional:
6. Non-professional:
7. How many teachers are in JHS in the district?
 - a.
8. Total number of basic schools in Wa East which participated in BECE for year
 - a. 2010 2011
 - b. 2012 2012
 - c. 2014: 2015:
 - d. 2016:
2017
9. Wa East district pass rates for BECE from 2010 to 2017
 - a. 2010 2011
 - b. 2012 2012
 - c. 2014: 2015:
 - d. 2016: 2017:
10. Analysis of BECE result for JHS in Wa East from 2010 to 2017