

**ORGANIZATIONAL CULTURE AND ORGANIZATIONAL CITIZENSHIP  
BEHAVIORS: A CASE OF MAKERERE COLLEGE SCHOOL, KAMPALA**

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**13/MMS/HRM/30/003**

**A DISSERTATION SUBMITTED TO THE SCHOOL OF MANAGEMENT  
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## **DECLARATION**

I, **John Steven Ssenkindu**, hereby declare that this dissertation titled “**Organizational Culture and Organizational Citizenship Behaviors: A Case of Makerere College School, Kampala**” is my original work and has never been presented to any University or Institution of Higher Learning for any academic award.

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**APPROVAL**

This dissertation titled “**Organizational Culture and Organizational Citizenship Behaviors: A Case of Makerere College School, Kampala**” is an original work of Mr. **John Steven Ssenkindu**, Reg. No. **13/MMS/HRM/30/003** and was done under our supervision and has been submitted for examination with our approval as Institute supervisors.

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## **DEDICATION**

I dedicate this dissertation to God Almighty through the Blessed Virgin Mary and her son Jesus Christ, my strong pillar, my source of inspiration, wisdom, knowledge and understanding. They have been the source of my strength throughout this program and on their wings only have I soared.

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## ABSTRACT

The purpose of the study was to examine the relationship between organizational culture and organizational citizenship behaviors of teachers at Makerere College School. The study was guided by three specific objectives of the study which included establishing the relationship between (i) HRDC, (ii) staff recognition, (iii) staff involvement and OCB. A co-relational research design was employed using both qualitative and quantitative research approaches. A sample of 76 respondents participated in the study by answering the questionnaire and interview guide. Questionnaires and interview guides were used to collect quantitative and qualitative data. Frequencies and percentages were used to show the distribution of respondents on different items. Pearson's Linear Correlational Coefficient ( $r$ ) was used to determine the level of correlation between the variables. The study findings showed that; there is a relationship between (i) HRDC ( $r = 0.361$ , Sig. = 0.003 &  $\alpha = 0.05$ ), (ii) staff recognition ( $r = 0.592$ , Sig. = 0.000 &  $\alpha = 0.05$ ), (iii) staff involvement ( $r = 0.063$ , Sig. = 0.000 &  $\alpha = 0.05$ ) and OCB at Makerere College School. The researcher concluded that HRDC, staff recognition and involvement have a positive relationship with OCB. Therefore, the researcher recommended that Makerere College School administrators should create a conducive friendly work environment and build a proper career development plan for teachers to enhance their organizational citizenship behaviors. Makerere College School administrators should recognize teachers say through promotions, awarding certificates of achievements and various appreciations to enhance their organizational citizenship behaviors. Makerere College Should involve teachers in all the school affairs say in team work, decision making and planning to enhance their organizational citizenship behaviors.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Introduction**

In recent years, the employer expectations have witnessed an upward surge, in anticipation of certain discretionary behaviors out of their employees, which fall beyond the purview of workplace requirement and reward systems. All this apparently is to ensure long service periods and bring out the Organizational Citizen' within the employee in the organizational context. This study therefore examined the relationship between organizational culture and organizational citizenship behaviors at Makerere College School. In this study, organizational culture is the independent variable while organizational citizenship behavior is the dependent variable. Organizational culture was measured basing on three aspects namely; human resource development climate, staff recognition and staff involvement. Organizational citizenship behavior was measured in form of altruism, conscientiousness, sportsmanship, courtesy and civic virtue. This chapter therefore presents the background to the study, the statement of the problem, purpose, specific objectives of the study, research questions, hypotheses, scope of the study, significance and justification of the study.

#### **1.2 Background to the study**

The background is presented in four systematically linked perspectives namely; a historical background which gives a past overview of the study variables, theoretical background which gives a theory that guides the study, conceptual background which gives definitions of key variables and contextual background which shows the problem on the ground that prompted the researcher to go for the study.

### **1.2.1 Historical background**

The foundations of organizational citizenship behavior (OCB) are rooted in Barnard (1938) and the notion that individuals' willingness to cooperate is crucially important and indispensable to the organization. Similarly, Katz (1964) alludes to OCB with its assertion that, in addition to joining and staying with the organization and meeting performance standards, employees need to spontaneously go beyond their roles. Katz and Kahn (1978) extend this idea by describing spontaneous behaviors that are intrinsically cooperative and absolutely necessary to organizational functioning. Bateman and Organ (1983) tests this idea and finds that satisfaction is an important predictor of citizenship behavior. The term OCB, however, was coined in 1983 by Smith, et al. (1983). These scholars (Bateman & Organ, 1983; Organ, 1977, 1988; Smith et al., 1983) were intrigued by the question of why job satisfaction is important to organizations, given that the concept is only weakly related to job performance. Following from this, these scholars have also sought to identify behaviors that are important to organizations but are not formally required as part of the job.

These authors offered the construct as a way to explain the apparent lack of empirical relationship between job satisfaction and core job performance (Bateman & Organ, 1983; Organ, 1977). In response to years of findings demonstrating low to moderate relationships between these two constructs, Organ et al., (2008) proposed that scholars had been measuring the "wrong" kind of performance; they argued that a stronger link between job satisfaction and performance should arise when performance was operationalized using behaviors falling outside employees' core jobs, since employees have more control over these types of activities and will therefore engage in them – or

withhold them – more readily based on job attitudes (Organ, 2008). Decades of research on OCB suggests that this assertion was accurate.

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

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



(Organ et al., 2008). While this unification helps converge the research, it implicitly suggests that the same types of OCB will apply across contexts and employee populations. Therefore, it was against this historical background that the study wished to examine the relationship between organizational culture and organizational citizenship behaviors among academic staff at Makerere College School.

### **1.2.2 Theoretical background**

The study was guided by the Perceived Organizational Support Theory (POST) which looks at employees' perception concerning the extent to which the organization values their contribution and cares about their well-being (perceived organizational support) (Eisenberger & Stinglhamber, 2011; Shore & Shore, 2009). Perceived Organizational Support Theory has attracted considerable interest because of the potential value of viewing the employee – organization relationship from the employees' viewpoint, the clarity of the perceived organizational support construct, and the strong associations of perceived organizational support with affective organizational commitment, job satisfaction, and other attitudinal outcomes. Employers commonly value employee dedication and loyalty.

Employees who are emotionally committed to the organization show heightened performance, reduced absenteeism, and a lessened likelihood of quitting their job (Mathieu & Zajac, 2008; Meyer & Allen, 2009; Mowday, Porter, & Steers, 2007). Conversely, employees are generally more concerned with the organization's commitment to them. Being valued by the organization can yield such benefits as approval and respect, pay and promotion, and access to information and other forms of aid needed to better carry out one's job. The norm of reciprocity allows employees and employers to reconcile these distinctive orientations. Underpinning this theory are

concepts like recognition, involvement and human resource development climate which were exploited to examine the relationship between organizational culture and OCBs at Makerere College School.

### **1.2.3 Conceptual background**

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

The independent variable is organizational culture (OC). OC is a collection of relatively uniform and enduring values, beliefs, attitudes, customs, norms, traditions, practices, rites, rituals, ceremonies, rules and scoundrels that are shared by an organization's members, learned by new recruits and transmitted from one generation of employees to the next (Needle, 2010; Tsai, 2011). Organizational culture includes an organization's expectations, experiences, philosophy, as well as the values that guide member behavior, and is expressed in member self-image, inner workings, interactions with the outside world, and future expectations (Schein, 2010; Boundless, 2015). Culture is based on

shared attitudes, beliefs, customs, and written and unwritten rules that have been developed over time and are considered valid (Deal & Kennedy, 2009, Buchanan, 2009; Champoux, 2008; George & Jones, 2012). In this study, OC was operationalized as a Human resource development climate that includes elements like comprehensive training, an employee friendly work environment and career development. Staff recognition that has elements like promotions, certificates of achievement and appreciation and staff involvement which includes elements like team work, communication, decision making and planning.

#### **1.2.4 Contextual Perspective**

The study was conducted at Makerere College School which is a mixed, middle (S1–S4) and high (S5–S6) school in Uganda. It is predominantly a day-school, but it does have limited boarding facilities. The school campus is located within the confines of the main campus of Makerere University, Uganda's oldest university. The school occupies the southwestern corner of the university campus and is bordered by the university's School of Education to the north, the School of Fine Art to the east, Makerere Hill Road to the south, the University Main Sports Grounds to the west, and Mary Stuart Hall to the northwest. This location is approximately 2.5 kilometers northwest of the central business district of Kampala, Uganda's capital and largest city. Makerere College School is listed among Africa's top 100 schools and shares fame with other traditional schools such as Mengo Senior School, Namilyango College, Gayaza High School, Rainbow International School and Lincoln International to mention a few.

Makerere College School has over the years produced some of the best candidates in Kampala District in the national O and A level examinations. In 2010, the school was ranked among the ten best middle schools (O Level), based on analysis of S4 results for

the ten years from 2000 to 2009. At Makerere College School, academic staff organizational citizenship behaviours have been reported to be low and/or with most teachers not devoted to their jobs, poor attitude towards work, delayed handing in of marks, late coming for work and leaving early. Some teachers do not mark examinations but instead fake marks and cheat examinations for students and others do not prepare for lessons relying on online plagiarized notes (Kamoga, 2016). It was therefore imperative to examine the relationship between organizational culture and organizational citizenship of the academic staff at Makerere College School.

### **1.3 Statement of the Problem**

It is difficult to find a highly successful organization that does not have a distinctive, readily identifiable organizational culture because of its powerful effect in bringing the organizational citizen out of an employee (Cameron & Quinn, 2009). Makerere College School over the years has had a culture of supporting staff career development and recognition for outstanding achievement especially in terms of adding value to the performance of students. For example, in 2014 the school sponsored 5 teachers for a study trip to Whitley Park School in the United Kingdom as a reward for their dedicated service towards the school. In 2015 the school administration introduced the office of year Heads for the three sections of the school. These are positions occupied by teachers so as to have them more involved in decision making at the school (Minutes of PTA meeting 7<sup>th</sup>-December-201. Unfortunately, however, in as much as the school administration has taken all these steps to have a culture that supports staff career development, recognizes them for outstanding service and involves them at certain levels of decision making in the school, the organizational citizenship behavior among the teaching staff at Makerere College School has been reported to be low with most teachers

not reported to exhibit altruism or helping others accomplish their work, lack civic virtue or willingness to participate in meetings, lack sportsmanship or always have complaints against the administration, show no conscientiousness as most times they hand in marks late (Agaba, 2014; Kafeero & Lubowa, 2014). Some teachers do not mark examinations on time and intentionally delay to submit the marks to the section deans. Kafeero and Lubowa (2014) reported that Makerere College staff went on strike over return of interdicted headmistress. The low levels of teaching staff organizational citizenship behaviour have had many negative effects on the school. For example, the school has lost competent teachers, the students' performance in national examinations has declined over the last three years and the enrollment of new students has equally been affected. While there could be several factors affecting organizational citizenship behaviour among the teaching staff at Makerere College School, organizational culture may have played a greater role. Hence, the need for this study to examine the relationship between organizational culture and organizational citizenship behaviour of the teaching staff at Makerere College School.

#### **1.4 Purpose of the Study**

The study sought to examine the relationship between organizational culture and organizational citizenship behaviors of teachers at Makerere College School.

#### **1.5 Specific objectives of the Study**

This study was guided by the following objectives;

- i. To examine the relationship between human resource development climate and organizational citizenship behaviors at Makerere College School.

- ii. To find out the relationship between staff recognition and organizational citizenship behaviors at Makerere College School.
- iii. To establish the relationship between staff ‘involvement and organizational citizenship behaviors at Makerere College School.

## **1.6 Research Questions**

The following research questions guided the study;

- i. What is the relationship between human resource development climate and organizational citizenship behavior at Makerere College School?
- ii. What is the relationship between staff recognition and organizational citizenship behavior at Makerere College School?
- iii. What is the relationship between staff involvement and organizational citizenship behavior at Makerere College School?

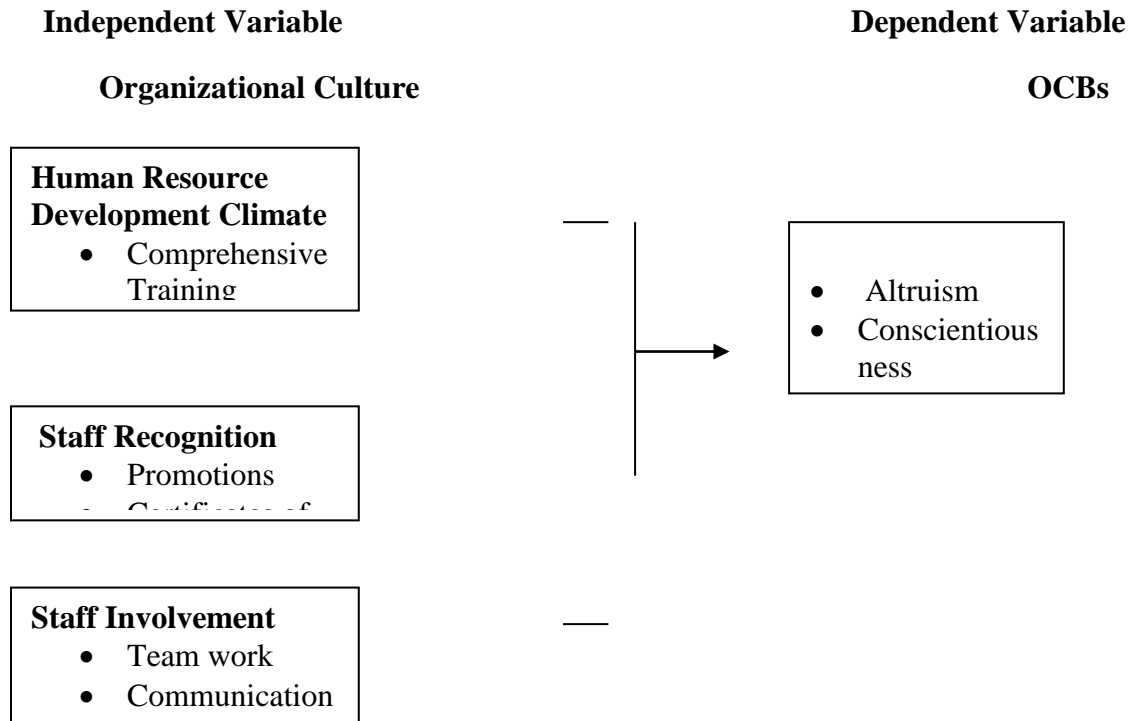
## **1.7 Hypothesis of the Study**

The following hypothesis guided the study;

- 1. There is no relationship between human resource development climate and organizational citizenship behavior at Makerere College School.
- 2. There is no relationship between staff recognition and organizational citizenship behavior at Makerere College School.
- 3. There is no relationship between staff involvement and organizational citizenship behavior at Makerere College School.

## 1.8 Conceptual Framework

The independent variable (IV) in the study is organizational culture while the dependent variable (DV) is organizational citizenship behavior (OCB). Figure 1 provides a conceptual framework relating the variables in the study:



Source: Adopted and modified from Ebrahimpour et. al., (2011)

**Fig. 1: Conceptual framework relating organizational culture to organizational citizenship behavior (OCB)**

The Framework in Figure 1 suggests that organizational culture (the independent variable) is conceptualized as human resource development climate, staff recognition and staff involvement. Each of these organizational cultural indicators are further conceptualized basing on their characteristics. Human resource development climate is conceptualized as comprehensive training, employee friendly work environment and

career development, staff recognition is conceptualized as; promotions, certificates of achievements, coaching/mentoring and appreciation while staff involvement was conceptualized as; team work, communication, decision making, planning. These organizational cultural indicators are linked to OCB (the dependent variable) which is also conceptualized as altruism, conscientiousness, sportsmanship, courtesy and civic virtue. The model hypothesizes that organizational cultural indicators have a positive relationship with OCB. This study is hence intended to verify those hypotheses.

### **1.9 Significance of the Study**

It is hoped that the study findings might help inform school managers, about the need to give consideration to organizational culture that promotes positive organizational citizenship behavior (OCB) in schools.

Positive OCB reduces supervision time by the school administrators hence, which time can be used to enhance productivity of both the supervisors and supervisees.

The findings of this study might also contribute to the body of knowledge of organizational culture vis-a-vis organizational citizenship behavior in schools. Therefore, it is hoped that the findings of the study might provoke academic debate and research on these issues in the context of school.

### **1.10 Justification of the Study**

Today there are many empirical and conceptual links between OCB and organizational effectiveness (Ebrahimpour, Zahed, Khaleghkhah & Sepehri, 2011). OCB may contribute to organizational success by enhancing co-worker and managerial productivity; freeing up resources to be used for more productive purposes; reducing the need to devote scarce resources to purely maintenance functions; helping coordinate activities both within and



across work groups; strengthening the organization's ability to attract and retain the best employees; increasing the stability of the organization's performance, enabling the organization to adapt more effectively to environmental changes (Podsakoff, Mackenzie, Paine & Bachrach, 2007).

However, the aforesaid importance of OCB is undermined by four trends and attitudes. These are: (1) Global competition for human resources particularly organizational supports to substantial and internal initiatives of employees has increasingly added to the importance of OCB; (2) The second factor is related to the team-based organizations that need citizenship behavior more; (3) The third factor is the organizational performance and particularly the role of substantial and internal initiatives of the employees in regular reduction of staff members and downsizing with the aim of adapting to the changes and the desire for the emergence and developing of vital efforts of the organizations; and (4) Customer service and client satisfaction is being increasingly emphasized (Borman & Motowidlo, 1993, as cited in Ebrahimpour, Zahed, Khaleghkhah & Sepehri, 2011). These trends and attitudes provide the rationale for managers in general and school administrators in particular to pay attention to OCB in their organizations since it may be the difference between survival and extinction in the current uncertain global environment.

## **1.11 Scope of the Study**

### **1.11.1 Geographical Scope**

The study covered the main campus of Makerere College School located in Kawempe Division in the Kampala Capital City Authority (KCCA). It focused on the teaching staff of the school as the researcher was more interested in finding out why the teachers amongst all the employees in the school are less interested in exhibiting discretionary behaviours in their performance of duties.

### **1.11.2 Content Scope**

The study focused on the influence of organizational culture on organizational citizenship behaviours. Organizational culture took on the dimension of human resource development climate, staff recognition and staff involvement, while organizational citizenship behaviours took on the dimension of altruism, conscientiousness and sportsmanship.

### **1.11.3 Time Scope**

The study covered the period 2014-2016. The reason for my selection of this period is simply because during this time the management of the school tried to create an enabling culture that they felt would influence teachers into performing citizenship behaviours but this was not the desired position assumed.

## **1.12 Operational Definitions**

**Organizational Culture** refers to a set of shared values, beliefs, and norms that influences the way employees think, feel, and behave toward each other and toward people outside the organization.

**Organizational Citizenship Behavior** is behavior above and beyond the call of duty - that is, behavior not required of organizational members but nonetheless necessary for organizational survival and effectiveness.

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

**Conscientiousness** involves going “far beyond the minimum necessary” on job role requirements.

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

**Civic virtue** behavior involves participating responsibly in the political life of the organization, such as through attending meetings, giving personal time to organizationally-relevant issues and voicing concerns.

**Courtesy** entails “touching base with those parties whose work would be affected by one’s decisions or commitments.”

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This Chapter presents the theoretical orientation of the study and literature related to the respective objectives. The related literature is presented in line with the objectives that will guide the study.

#### **2.2 Theoretical Review**

The study was guided by the Perceived Organizational Support Theory (POST) which looks at employees' perception concerning the extent to which the organization values their contribution and cares about their well-being (perceived organizational support) (Eisenberger & Stinglhamber, 2011; Shore & Shore, 2007).

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

According to the Perceived organizational support theory, employees tend to assign human-like characteristics to the organization and thus encourage them to give back in performance to the organization. Agents acting on behalf of the organizations are often perceived as acting on organization's intentions rather than their personal motives

(Levinson, 2008). This personification of the organization is enhanced by the organization's legal, moral, and financial responsibility for the actions of its agents; by organizational policies, norms, and culture that provide continuity and prescribe role behaviors; and by the power the organization's agents exert over individual employees. Due to this personification of organizations, employees base their judgments of their perceived value to the organization on how favorably the organization treats them. When the organization gives resources to employees in a voluntary manner rather than under circumstances beyond their control, employees will view such aid as being genuinely valued and respected by the organization (Cotterell, Eisenberger, & Speicher, 2011). Based on this principle, POS will be more effectively enhanced if employees view organizational rewards and favorable job conditions such as pay, promotions, job enrichment, and influence over organizational policies as voluntary behaviors of organizations (Eisenberger et al., 1986). Since supervisors are often viewed as organizational agents, favorable treatment from supervisors should enhance employees' POS, however, this relationship is mediated by employees' perception of the degree to which supervisors' actions are designated by organizations, as opposed to their own

### **2.3 Related Review of Literature**

This section reviews literature related to the respective three specific objectives in this research. However, this literature is not confined to only OCBs at Makerere College School but also in other organizations as and when necessary.

#### **2.3.1 Human Resource Development Climate and OCB**

The Human resource development climate is an element of organizational climate; which has been defined in various ways. Schneider (2010) has described the human resource

development climate as an individual's observation about prominent features of the organizational context. According to Denison (2009), characteristics of organizational climate included supportive, cohesiveness, risk taking and motivation to achieve. It comprises the attention by the members of the organization such as policy, rewards, and management behaviors as well as meaning attached to these features based on individual features including value systems and needs.

A number of researchers conducted studies to identify the influence of the human resource development climate on the attitudes and behaviors of the employees. Eisenberger, Fasolo and Davis-LaMastro (2011) found that the improved performance and constructive work attitudes shown by those employees who perceived that the Human Resource department is concerned about them. Krishna and Rao (2010) carried forward a detailed empirical study on Organizational and human resource development climate in BHEL which found that the human resource development climate in the organization encouraged middle and senior managers to experiment with new methods and try out creative ideas. OCTAPAC Culture represents the degree of Openness, Confrontation, and Trust, Autonomy, Pro-action, Authenticity, Collaboration and the degree to which these values are encouraged in the organization. Rainayee (2008) in a research on HRDC in Commercial banks found that the overall level of OCTAPAC values in the banks was perceived at a moderate level.

Payne and Pugh (2009) define an individual needs, satisfaction and goals effects on the perception of climate, whereas climate in turn effects the same satisfaction, goals and behavior. Researchers also establish that organizational climate forecast positive work attitudes and behaviors. Therefore employees are more satisfied while working in an optimistic work environment and consequently less likely to leave their organizations (Pace, 2008; Aarons and Sawitzky, 2008). Therefore, in the results of above findings it

can be argued that the human resource development climate leads to positive and favorable behaviors of individual's that represent OCB.

### **2.3.2 Employee Recognition and OCB**

Employee recognition has appeared sporadically in the research literature for over three decades, receiving attention from experts aiming to identify new factors in employee performance and motivation (Godkin, Parayitam & Natarajan, 2010; Magnus, 2008; ), as well as those interested in effective leader-follower relationships (Luthans, 2010). More recently, recognition has been acknowledged as an integral aspect of psychologically healthy workplaces (Grawitch, Gottschalk & Munz, 2009). Not surprisingly, research also indicates that employees consider personalized recognition for the work they do to be an integral part of the rewards they receive at work (Luthans, 2010).

Research does indeed indicate that individuals who often engage in organizational citizenship behavior do indeed receive more positive performance evaluations (Werner, 2008; Allen and Rush, 2009). In addition, these individuals are more inclined to receive additional rewards as a consequence of these associations (Allen & Rush, 2009; Kiker & Motowidlo, 2010). Employee recognition is the one of the component which drives the human behavior and it is one the source of motivation of the employees (Maslow, 1954; Guest, 1997). Recognition practices talk about non-monetary benefits by which an organization tangibly indicates its gratitude of excellent work and accomplishments. These methods also involved those initiatives made by the organization to employee recommendations properly and provide them with frequent feedback. When an organization gives recognition to employees, they feel and required to show greater intensity of loyalty with the organization (Maslach et al., 2008).

Kahn (2008) stated that employees' engagement varies as a function of their perceptions of the benefits they receive from a role performed. A sense of return on investment can come from external rewards and recognition in addition to momentous work. Thus, one might anticipate the higher employee engagement at work to the extent that they perceive a bigger amount of rewards and recognition for their role performance. Maslach et al. (2008) have also proposed that lack of rewards and recognition can lead to burnout, therefore appropriate recognition and reward is important for engagement. While all the above studies showed a positive correlation between employee recognition and OCB, none was specifically on OCB at Makerere College School, Kampala, Uganda. To contribute to the closure of these gaps, the researcher hypothesized that employee recognition has positive relationship with OCB since no earlier researcher had done so.

### **2.3.3 Employee Involvement and OCB**

Employee involvement considered as direct predictor of financial Performance and success of any organization (Baumruk 2009; Harter et al. 2010; Richman 2009). On the other side, it is also fact that currently employee involvement is towards decreasing trend as organizations and workers both tend to be more materialistic (Bates 2009; Richman 2008). There is vast engagement gap can be seen at work places (Bates 2009; Johnson 2007). Employee involvement may leads to organizational citizenship behavior as it focuses on employee involvement and commitment which certainly lies outside the given parameters of any organization. Rukhum (2010) found a positive relationship between employee involvement and organizational citizenship behavior (OCB).The dimensions of OCB are in fact characteristic of employee engagement, but the most strongly co-related OCB dimension with employee involvement is "taking initiatives individually" which refers going an extra-mile (Dicke, 2010).



Nevertheless, literature illustrates several criticisms on this relationship as well. According to (Saks, 2009) OCB deviates from employee involvement with a point of view that OCB involves voluntary behaviors that are beyond the job requirements whereas employee involvement is a formal role of an employee to perform. It is in fact not an element of employees' job description going for extra role behavior. Saks's view was argued by Dicke (2010) that going an extra-mile is a general description of employee involvement which represents a voluntary behavior and defied Saks's statement that it is "one's formal role performance". While all the above studies showed a positive correlation between employee involvement and OCB, none was specifically on OCB at Makerere College School, Kampala, Uganda. To contribute to the closure of these gaps, the researcher hypothesized that employee involvement has positive relationship with OCB since no earlier researcher had done so.

#### **2.4 Summary of Literature Review**

Both the theoretical review and the conceptual frame work indicated that the human resource development climate in the organization has a substantial effect on the employees' exhibition or performance of organizational citizenship behaviors. For example, the review on employee recognition and staff involvement indicated that employees who perceived the organization as recognizing them for their effort towards a better organization performed citizenship behaviors on their own.

As far as creation of a human resource development climate is concerned, the review has indicated that all employees should see this climate as equitable as possible for example, recognition should not only be reflected on certain positions only to all employees.

The reviewed literature indicates that the human resource development climate and its effect on organizational citizenship behaviors has not been adequately studied more so in

the context of secondary schools in Uganda. This was because the available studies have not focused at all on the nature of human resource management climate in secondary schools in Uganda neither have they talked about its influence on the performance of organizational citizenship behaviors by secondary school teachers in Uganda.

It is such gaps that justified the researcher to conduct an investigation so as to find out the level of influence that the human resource development climate has on the performance of organizational citizenship behaviors among secondary school teachers in Uganda using Makerere college school as a case study.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

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

#### **3.2 Research Design**

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

#### **3.3 Study Population**

The study population constituted all the 103 teaching staff at Makerere College (Staff Record Report, 2017). Of the 103 employees, five are administrators and 93 teachers. All these teachers were involved because they are expected to show high levels of OCB say through helping others but this does not happen. The study would have covered board members, parents and students to make it more informing unfortunately because of time, costs involved and the fact that many of the board members had just been inaugurated all that was not made possible

### 3.4 Determination of the Sample Size

Of the target population 103 teachers at Makerere College School, Sekaran and Roger (2016)'s Table of Sample Size Determination suggests a minimum sample size of respondents as shown in Table 3.1:

**Table 3.1: Sample population**

Category	Target Population	Sample Size	Sampling Technique
Administrators	5	5	Purposive (Judgmental)
Teachers	98	76	Simple random sampling
<b>Total</b>	<b>103</b>	<b>81</b>	

**Source: Sekaran and Roger (2016)'s Table of Sample Size Determination**

### 3.5 Sampling Strategies and Procedure

To ensure representativeness of the samples, randomization was a suitable approach to attain the respective sample size from the said population. The study specifically employed simple random sampling techniques. Simple random sampling is a subset of individuals chosen from a larger set (Sarantakos, 2010). Each individual is chosen randomly and entirely by chance, such that each individual has the same probability of being chosen at any stage during the sampling process, and each subset of k individuals has the same probability of being chosen for the sample as any other subset of individuals (Amin, 2005). As a result, the simple random sample provides us with a sample that is highly representative of the population being studied, assuming that there is limited missing data.

### **3.5.1 Purposive sampling of administrators**

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

### **3.5.2 Simple random sampling of teachers**

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

## **3.6 Data Collection Methods**

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

### **3.6.1 Questionnaire Survey**

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

### **3.6.2 Interview Method**

An interview is a purposeful discussion between two or more people (Kahn & Cannell, 1957) as quoted by (Quinton, 2010). Interviews were conducted by the researcher of Makerere College School administrators who included the Head Teacher and the four Deputy Head teachers, at the school's main campus at Makerere

The researcher used the interview method to obtain data from respondents that was beyond what the self-administered questionnaires would avail. Besides the administrators had added information relating to the policies that influenced the human resource development climate at the school.

### **3.7 Data Collection Instruments**

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

#### **3.7.1 Self-Administrated Questionnaire**

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

### **3.7.2 Interview Guide**

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

### **3.8 Data Quality Control**

Validity and reliability of the research instrument was ensured as follows:

#### **3.8.1 Validity of Instruments**

The validity of the instruments was determined by sending the constructed items to the supervisors for their personal opinion and to give the necessary guidelines. Supervisors were given the instruments to study them on the scale of relevant or irrelevant. After judgment, the researcher computed the content validity index. The instrument was revised until the content validity index is at least 0.7. This is because 0.7 is the least content validity index recommended in survey studies (Amin, 2005). According to Amin (2005), content validity index was computed by;

$$\text{Content Validity Index (CVI)} = \frac{\text{Number of items declared valid}}{\text{Total number of items}}$$

Number of valid items in the questionnaire = 33

Total number of items in the questionnaire = 34

$$= \frac{33}{34}$$

$$CVI = 0.971$$

Therefore, content validity index = 0.971

### 3.8.2 Reliability of Instrument

Regarding reliability of the instrument, a pilot study was done so as to show the degree of consistence of the instrument to be used. Reliability of the instruments on multi-item variables was tested via the Cronbach Alpha Method ( $\alpha$ ). The instrument was revised until the alpha value is at least 0.7 which is the recommended reliability value for educational researches (Robbins, 2009). This was obtained by;

$$\alpha = \frac{k}{k-1} \left( 1 - \frac{\sum \sigma_k^2}{\sigma^2} \right)$$

Where;  $\sum \sigma_k^2$  is the sum of variances of the k parts or sections  $\sigma$  is the standard deviation of the test (Amin, 2005). Table 3.2 shows pertinent results:

**Table 3.2: Reliability indices for the respective sections of the questionnaire**

Variable	Description	Construct	No. of items	Cronbach alpha
Independent	OC	HRDC	6	0.850
		Staff recognition	6	0.935
		Staff Involvement	6	0.886
Dependent	OCB		16	0.751
<b>Total</b>			<b>34</b>	<b>0.749</b>

**Source: Primary Data**

According to Table 3.2, all constructs had their Cronbach Alpha values above 0.5 for example HRDC (0.850), Staff recognition (0.935), Staff Involvement (0.886) and OCB (0.751). Total reliability of the questionnaire was (0.749). This suggests that questionnaire was highly reliable.



### **3.9 Research Procedure**

The researcher developed a proposal over a period of about three months under the guidance of the supervisors. Once the proposal was ready, the researcher obtained an introductory letter from the Head of Department Higher Degrees, Uganda Management Institute which was used to seek permission from Makerere College to proceed with the study. Once the permission was granted, the researcher proceeded to collect data. The researcher ensures that the filled questionnaires are collected to avoid loss and misplacement. The data collected were analysed using appropriate data analysis methods and presented using tables, figures and verbatim. Then interviews were also conducted. The researcher kept on jotting down the major points during the interviewing exercise. Data obtained will then be analysed and report on the findings made.

### **3.10 Data Analysis**

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

#### **3.10.1 Quantitative data analysis**

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

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

### **3.10.2 Qualitative data analysis**

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

### **3.11 Measurement of Variables**

OCB, the dependent variable was measured using an OCB already made questionnaire with items on a five-point scale coded as; 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree. All items were reversed and coded during analysis to appear as if they are positive. The respondents indicated the extent of sustainability by circling the appropriate answer on the scale. The researcher used nominal scale of measurement which applies to some common set of characteristics such as age, level of education, category of respondent. A number was assigned to each category for identification only. The ordinal measurement was used to categorize and rank the variable being measured by using statements such as "greater than", "less than" or "equal to"

(Quinton, 2010). The Likert scale was used to collect opinion data and this was used to measure the respondents beliefs on the contribution of organizational culture to OCB using a five point scale; 5 = strongly agree, 4 = agree, 3 = undecided, 2 = disagree, 1 = strongly disagree (Quinton, 2010).

### **3.12 Ethical Considerations**

The researcher sought approval and permission from the relevant sources right from Uganda Management Institute. According to Gray (2009) the support of the institution is necessary for respondents in different areas to have the will of working with a researcher. An introductory letter was obtained from the office of the Head of Department Higher Degrees, Uganda Management Institute; it was presented to the respective authorities at Makerere College School, and read to all the respondents.

Some of the respondents were worried about protection from the wrath of the administration for information they were about to fill in the questionnaire. However, this was dealt with by the researcher convincing the participants in the research that, this was a purely academic research and their information would not be given to another contradictory group of people. According to Robbins (2009) the participants should be protected from harm.

At one point the respondents were not willing to fill in the questionnaire fearing that the researcher was one of them, but I sought the consent of the respondents by talking to them in person about the value of this research and asking for their permission to avail information. This is supported by Quinton (2010) who says that the consent of respondents is key before information is collected from them.

Others were asking me questions relating to how I was going to deal with their privacy. The privacy of the respondents was dealt with by not involving a section on their names on the questionnaire and each respondent filled the questionnaire in private so that each does not know what the other revealed. This is supported by Gray (2009) who writes that the most important ethical principle in research is respect for privacy of the participants.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

#### 4.1 Introduction

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

#### 4.2 Response Rate

**Table 4.1: Response Rates**

<b>Categories of Respondents</b>	<b>Sample size</b>	<b>Returned instruments</b>	<b>Response Rate (%)</b>
Administrators	5	5	6.2
Teachers	76	71	87.7
<b>Total</b>	<b>81</b>	<b>76</b>	<b>93.9%</b>

**Source: Primary Data**

In the study, the sample size was 81 respondents, of these sampled respondents a total of 76 respondents returned the instruments fully completed. Of the 76 respondents, 71 returned filled questionnaires and 5 participated in interviews implying a response rate of almost 94%. This was a good response rate because according to Gray (2009) any response rate above 70% is recommendable for educational researches. Table 4.1 provides a summary of response rates:

## 4.2 Results on the Background Characteristics of Respondents

The researcher collected data on the background of the respondents. This information was assumed to be valuable to the study because it would help in determining whether the data collected is appropriate to the study population. Therefore, in this Section, distribution of respondents by category (age, gender, marital status, academic qualification, length of working and department) is reported.

### 4.2.1 Description of respondents by age

Table 4.1 presents descriptive statistics of respondents by their ages. Respondents' ages were grouped as those below 30 years, between 30 and 40 years and those over 40 years.

**Table 4.1: Respondents by age**

Age of respondent	Frequency	Percentage	Cumulative percentage
Below 30 years	21	27.6	27.6
Between 30 and 40 years	40	52.6	80.3
Over 40 years	15	19.7	100.0
<b>Total</b>	<b>76</b>	<b>100.0</b>	

According to Table 4.1, the majority, 40 of the respondents (almost 53%) were between 30 and 40 years while 15 respondents (almost 20%) were over the age of 40. Only 21 respondents (almost 28%) were below 30 years. Cumulatively, the majority (over 80%) of the respondents were 40 years and below. This implied that the majority of the teachers at Makerere College School were mature enough and confident to answer the questions put to them.

#### 4.2.2 Description of respondents by gender

Table 4.2 presents descriptive statistics of respondents by their gender.

**Table 4.2: Respondents by gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	54	71.1
Female	22	28.9
<b>Total</b>	<b>76</b>	<b>100.0</b>

According to Table 4.2, 54 respondents, the majority (over 70%) were males while 22 respondents (29%) were females. This implied that Makerere College School is dominated by male employees. The fact that the males were more than the females in the distribution was not surprising because, the Head teacher revealed this in his interview. The distribution enabled the researcher to obtain data from both the males and the females which helped in understanding the views of different sexes on the variables investigated.

#### 4.2.3 Description of respondents by marital status

Table 4.3 presents descriptive statistics of respondents by their marital status. Respondents' marital status was categorized as married and single.

**Table 4.3: Respondents by marital status**

<b>Sex</b>	<b>Frequency</b>	<b>Percentage</b>
Married	39	51.3
Single	37	48.7
<b>Total</b>	<b>76</b>	<b>100.0</b>

According to Table 4.3, the majority, 39 of respondents were married with over 51% while the singles were the minority, 37 respondents (almost 49%), suggesting that most of Makerere College School teachers are married and therefore considered to be socially responsible people.

#### 4.2.4 Description of respondents by academic qualification

Table 4.4 presents descriptive statistics of respondents by their academic qualification. Respondents' academic qualifications were categorized as Bachelor's degree, Master's degree.

**Table 4.4: Respondents by academic qualification**

<b>Academic qualification</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Cumulative percentage</b>
Diploma	20	27.8	27.8
Bachelor's degree	39	54.2	82.0
Master's degree	13	18.0	100.0
<b>Total</b>	<b>72</b>	<b>100.0</b>	

Table 4.4 shows that of the 76 respondents who returned the questionnaires, 72 of them (almost 95%) declared their academic qualifications while only 4 respondents (over 5%) did not respond to the question. From Table 4.4, the majority (over 54%) of respondents were Bachelor's degree holders while 20 respondents (almost 28%) had Diplomas. Only 13 respondents (18%) had Master's degrees. Cumulatively, the majority of the teachers at Makerere College School (82%) were Bachelor's degree holders and below implying that most respondents were qualified. This suggests that majority of the teachers at College School had minimum qualifications required for a secondary school teacher in Uganda.

#### 4.2.5 Description of respondents by period of working

Table 4.5 presents descriptive statistics of respondents by their time of service Makerere College School. Respondents' time of service was categorized as those who have serviced for a period of below five years, between five and ten years and over ten years.



**Table 4.5: Respondents by period of service**

<b>Length of service</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Cumulative percentage</b>
Below five years	35	46.1	46.1
Between five and ten years	23	30.3	76.3
Over ten years	18	23.7	100.0
<b>Total</b>	<b>76</b>	<b>100.0</b>	

According to Table 4.5, many respondents, 35 of them (over 46%) had worked at Makerere College School for a period below 5 years, while 23 respondents (over 30%) had worked for a period between 5 years and 10 years yet only 18 respondents (almost 24%) had serviced for a period of over 10 years. Cumulatively, over 76% of the respondents had been in service at Makerere College School for a period of ten years and below.

#### **4.3 Description of the Dependent Variable: Organizational Citizenship Behavior**

Organizational Citizenship Behavior, the dependent variable was conceptualized as altruism, conscientiousness, sportsmanship, courtesy and civic virtue. Thus using twenty four quantitative questions, respondents rated themselves on organizational citizenship behavior at Makerere College School using responses based on Likert's scale ranging from 1 = strongly disagree, 2 = disagree, 3 = not sure, 4 = agree, 5 = strongly agree. Table 4.6 shows pertinent frequency tables:

**Table 4.6: Descriptive statistics on respondents' self-rating on organizational citizenship behavior**

Statement	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
I help others who have heavy workloads		5 (6.6%)	23 (30.3%)	39 (51.3%)	9 (11.8%)
I am the classic "squeaky wheel" that always needs greasing		4 (5.3%)	24 (31.6%)	37 (48.7%)	11 (14.5%)
I believe in giving an honest day's work for an honest day's pay	2 (2.8%)	5 (6.9%)	16 (22.2%)	39 (54.2%)	10 (13.9%)
I don't complain about trivial matters	5 (6.8%)	9 (12.3%)	23 (31.5%)	30 (41.1%)	6 (8.2%)
I try to avoid creating problems for coworker	2 (2.7%)	25 (33.3%)	28 (37.3%)	18 (24.0%)	2 (2.7%)
I keep abreast of changes in the school	7 (9.3%)	16 (21.3%)	23 (30.7%)	25 (33.3%)	4 5.3%)
I tend not to make "mountains out of molehills"	5 (6.6%)	33 (43.4%)	19 (25.0%)	10 (13.2%)	9 (11.8%)
I consider the impact of my actions on coworker	2 (2.6%)	12 (15.8%)	23 (30.3%)	33 (43.4%)	6 (7.9%)
I attend meetings that are not mandatory, but are considered important	6 (7.9%)	21 (27.6%)	24 (31.6%)	17 (22.4%)	8 (10.5%)
I am always ready to lend a helping hand to those around me.	2 (2.6%)	5 (6.6%)	23 (30.3%)	38 (50.0%)	8 (10.5%)
I attend functions that are not required, but help the school image	2 (2.6%)	2 (2.6%)	25 (32.9%)	35 (46.1%)	12 (15.8%)
I read and keep up with the school announcements and memos	2 (2.7%)	3 (4.1%)	20 (27.4%)	26 (35.6%)	22 (30.1%)
I help others who have been absent	2 (2.7%)	14 (18.7%)	39 (52.0%)	15 (20.0%)	5 (6.7%)
I do not abuse the rights of others	2 (2.6%)	15 (19.7%)	32 (42.1%)	21 (27.6%)	6 (7.9%)
I willingly help others who have work related problems	2 (5.0%)	2 (5.0%)	16 (40.0%)	14 (35.0%)	6 (15.0%)
I always focus on the positive		3 (7.3%)	10 (24.4%)	21 (51.2%)	7 (17.1%)

Table 4.6 shows pertinent frequency tables and means about respondents' self-rating on organizational citizenship behavior at Makerere College School. Looking at item "I help others who have heavy workloads," cumulatively, 5 respondents (almost 7%) disagreed with the statement as compared to 48 respondents (over 63%) who supported the matter. A total of 23 respondents (over 30%) remained undecided. This good rating is confirmed by the a good mean value = 3.7 and a small standard deviation = 0.77 thus corresponding to the fact that teachers at Makerere College School help others who have heavy workloads. Regarding item "I am the classic "squeaky wheel" that always needs greasing," the majority of the respondents (over 63%) agreed that they are the classic "squeaky wheel" that always needs greasing as compared to their counterparts (over 5%) who disagreed with the matter. This good rating is confirmed by the a good mean value = 3.7 and a small standard deviation = 0.78 thus corresponding to the fact that the majority of the teachers at Makerere College School are the classic "squeaky wheel" that always needs greasing.

Focusing on item "I believe in giving an honest day's work for an honest day's pay," cumulatively, 7 respondents (almost 10%) disagreed with the issue while cumulatively, 49 respondents (over 68%) supported the matter. A total of 16 respondents (over 22%) did not take a side regarding the question. This good rating is confirmed by the a good mean value = 3.7 and a small standard deviation = 0.90 thus corresponding to the fact that teachers at Makerere College School believe in giving an honest day's work for an honest day's pay. On item "I don't complain about trivial matters," 14 respondents (over 19%) disagreed with the matter while 36 respondents (over 49%) were agreement in the issue. A total of 23 respondents (almost 31%) remained neutral. This fair rating is confirmed by the a fair mean value = 3.3 and a small standard deviation = 1.0 thus corresponding to the

fact that teachers at Makerere College School don't complain about trivial matters. Referring to item "I try to avoid creating problems for coworker," cumulatively, many of the respondents (36%) disagreed with the issue that teachers try to avoid creating problems for coworker while cumulatively, 20 respondents (almost 27%) were in line with the matter. A total of 28 respondents (over 37%) did not take a side regarding the matter. This fair rating is confirmed by the a fair mean value = 2.9 and a small standard deviation = 0.89 thus corresponding to the fact that teachers at Makerere College School try to avoid creating problems for coworker

Cumulatively, 23 respondents (almost 31%) disagreed with the issue that teachers keep abreast of changes in the school while many respondents, 29 of them (almost 39%) agreed that teachers keep abreast of changes in the school. A total of 23 respondents (almost 31%) never took a side about the statement. This fair rating is confirmed by the a fair mean value = 3.0 and a small standard deviation = 1.0 thus corresponding to the fact that teachers at Makerere College School keep abreast of changes in the school. Cumulatively, the majority of the respondents (50%) disagreed with the matter they tend not to make "mountains out of molehills" while 19 respondents (25%) were in line with statement that they tend not to make "mountains out of molehills" yet a similar percentage (25%) of the respondents were undecided. This fair rating is confirmed by the a fair mean value = 2.8 and a small standard deviation = 1.1 thus corresponding to the fact that teachers at Makerere College School tend not to make "mountains out of molehills"

According to Table 4.6, 39 respondents (over 51%), the majority supported the view that they consider the impact of my actions on coworker. A total of 23 respondents (over

30%) did not so their stand while only 16 respondents (over 18%) disagreed with question. This fair rating is confirmed by the a fair mean value = 3.4 and a small standard deviation = 0.94 thus corresponding to the fact that teachers at Makerere College School consider the impact of my actions on coworker. Cumulatively, many respondents (almost 36%) disagreed with the issue that teachers attend meetings that are not mandatory, but are considered important while cumulatively, 25 respondents (almost 33%) agreed with the matter. This implies that teachers attend meetings that are not mandatory, but are considered important. Looking at item “I am always ready to lend a helping hand to those around me,” cumulatively, the majority of the respondents (almost 61%) supported the question while cumulatively, only 8 respondents (over 9%) did not supported the issue.

Cumulatively, the majority of the respondents (almost 62%) agreed that teachers attend functions that are not required, but help the school image. The majority of the respondents (50%) supported the idea that teachers attend functions that are not required, but help the school image while 28 respondents (over 68%) agreed that teachers read and keep up with the school announcements and memos, 48 respondents (almost 66%) agreed that teachers help others who have been absent. Such empirical findings clearly show higher levels of OCB among teachers at Makerere College School. The above quantitative findings regarding OCB are in agreement with those obtained qualitatively through the interviews conducted with selected school administrators at Makerere College School. Those interviewed are remembered saying;

“Teachers take steps to prevent problems with other coworker”, Teachers find it easy to take on extra work,” “I never find fault with what the school is doing,” “Staff obey the school rules and regulations even when no one is

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

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

**Table 4.7: Common summary descriptive statistics on respondents’ self-rating on organizational citizenship behavior**

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

According to Table 4.7, respondents ratings on organizational citizenship behavior at Makerere College School was average with (mean = 3.41 and median = 3.43) with opinions ranging from 3.30 to 3.52 at the 95 percent confidence level. Despite the average rating, Table 4.7 reflects that some respondents scored very poor that is a minimum 2.06 while others scored best that is a maximum of 4.38. This gave a wide disparity as reflected by a high range of 2.31. Secondly, there was similarity in respondents opinions

regarding organizational citizenship behavior at Makerere College School (small deviation value = 0.46) suggesting that respondents views regarding organizational citizenship behavior at Makerere College School do not differ so much from one respondent to another. The difference in opinion as regards low and high levels of organizational citizenship behavior at Makerere College School was at 2.31 and is supported by the aforementioned standard deviation (0.46). Also from Table 4.7, we find that there was almost no skew, suggesting that the respondents opinions were almost normally distributed (Skewness = -0.32) that is to say their opinions were centrally located.

#### **4.4 Independent Variable: Organizational Culture**

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

##### **4.4.1 Human Resource Development Climate**

Human resource development climate was further conceptualized as comprehensive training, employee friendly work environment and career development. Thus using six quantitative questions, respondents at Makerere College School rated themselves on the eight aspects of human resource development climate with responses being based on Likert's scale ranging from 1 = strongly disagree, 2 = disagree, 3 undecided, 4 = agree and 5 = strongly agree. Table 4.8 shows pertinent frequency tables:

**Table 4.8: Descriptive statistics on respondents' self-rating on Human resource development climate**

<b>Statements on human resource development climate</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Undecided</b>	<b>Agree</b>	<b>Strongly agree</b>
The school has a committee that plans career development of the teaching staff	25 (32.9%)	25 (32.9%)	15 (19.7%)	7 (9.2%)	4 (5.3%)
The management of the school has a clear policy on career development of the teaching staff	4 (5.3%)	1 (1.3%)	2 (2.6%)	37 (48.7%)	32 (42.1%)
The development of individual teachers' careers is taken as an important issue by the school top management.		3 (3.9%)	4 (5.3%)	45 (59.2%)	24 (31.6%)
Teachers in this school are sponsored for further career training	20 (26.3%)	35 (46.1%)	14 (18.4%)	3 (3.9%)	4 (5.3%)
The school provides every teacher with opportunities to choose a career path to suit the individual's core competence.	8 (10.5%)	7 (9.2%)	41 (53.9%)	15 (19.7%)	5 (6.6%)
Each teacher's training needs are identified in order to develop critical skills needed for the assigned work.	9 (12.7%)	14 (19.7%)	17 (23.9%)	21 (29.6%)	10 (14.1%)

Table 4.8 shows pertinent frequency tables and means about respondents' self-rating on human resource development climate at Makerere College School. Looking at item "The school has a committee that plans career development of the teaching staff," cumulatively, the majority of the respondents (almost 66%) disagreed with the statement. A total of 15 respondents (almost 20%) remained neutral while cumulatively, only 11 respondents (almost 15%) agreed that the school has a committee that plans career development of the teaching staff. This poor rating is confirmed by a low mean value = 2.2 and a small standard deviation = 1.16 thus corresponding to the fact that the school has not a committee that plans career development of the teaching staff.



On item “The management of the school has a clear policy on career development of the teaching staff,” cumulatively, the majority of the teachers at Makerere College School (over 72%) revealed that the management of the school has no clear policy on career development of the teaching staff. A total of 14 respondents (over 18%) were undecided while only 7 teachers (over 9%) supported the matter. This poor rating is confirmed by a low mean value = 2.2 and a small standard deviation = 1.03 thus corresponding to the fact that management of the school has not a clear policy on career development of the teaching staff.

Looking at item “The development of individual teachers’ careers is taken as an important issue by the school top management,” cumulatively, 30 respondents (almost 41%) revealed that development of individual teachers’ careers is not taken as an important issue by the school top management while cumulatively, only 8 respondents (almost 11%) supported the view that the development of individual teachers’ careers is taken as an important issue by the school top management. A total of 36 respondents (almost 49%) remained silent about the matter. This poor rating is confirmed by a low mean value = 2.4 and a small standard deviation = 1.21 thus corresponding to the fact that the development of individual teachers’ careers is not taken as an important issue by the school top management.

On item “Teachers in this school are sponsored for further career training,” cumulatively, the majority of the respondents (almost 51%) agreed that teachers school are sponsored for further career training while cumulatively 5 respondents (almost 7%) did not take a side regarding the issue. Only 2 respondents (almost 3%) were undecided. This good rating is confirmed by the a high mean value = 4.2 and a small standard deviation = 0.97

thus corresponding to the majority of the teachers in this school are sponsored for further career training

Referring to item “The school provides every teacher with opportunities to choose a career path to suit the individual’s core competence,” Table 4.8 shows that the majority of the respondents (almost 81%) agreed that the school provides every teacher with opportunities to choose a career path to suit the individual’s core competence. Only 4 respondents (over 5%) were undecided while cumulatively, only 3 respondents (almost 4%) disagreed with the matter. This good rating is confirmed by the a high mean value = 4.2 and a small standard deviation = 0.71 thus corresponding the fact that the school provides every teacher with opportunities to choose a career path to suit the individual’s core competence.

On item “Each teacher’s training needs are identified in order to develop critical skills needed for the assigned work,” cumulatively, 24 respondents (over 33%) supported the matter while 18 respondents (25%) disagreed. A total of 30 respondents (almost 42%) remained silent about the statement. This fair rating is confirmed by the a fair mean value = 3.0 and a small standard deviation = 1.16 thus corresponding the fact that Each teacher’s training needs are identified in order to develop critical skills needed for the assigned work. The above quantitative findings regarding human resource development climate are in agreement with those obtained qualitatively through the interviews conducted with selected school administrators. Those interviewed are remembered saying;

“The school has a committee that plans career development of the teaching staff,” “The management of the school has a clear policy on

career development of the teaching staff,” “The development of individual teachers’ careers is taken as an important issue by the school top management,” “The school provides every teacher with opportunities to choose a career path to suit the individual’s core competence,” “Each teacher’s training needs are identified in order to develop critical skills needed for the assigned work”

To give an overall picture of how rated themselves on human resource development climate, an average index (“HRDC” to imply human resource development climate) was computed from the six questions in Table 4.8 and Table 4.9 giving pertinent descriptive statistics:

**Table 4.9: Common summary descriptive statistics on respondents’ self-rating on human resource development climate**

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

According to Table 4.9, respondents ratings on human resource development climate at Makerere College School was average with (mean = 3.03 and median = 3.00) with opinions ranging from 2.92 to 3.13 at the 95 percent confidence level. Despite the average rating, Table 4.9 reflects that some respondents scored very poor that is a minimum 2.00 while others scored best that is a maximum of 3.88. This gave a wide disparity as

reflected by a high range of 1.88. Secondly, there was similarity in respondents opinions regarding human resource development climate at Makerere College School (small deviation value = 0.42) suggesting that respondents views regarding human resource development climate at Makerere College School do not differ so much from one respondent to another. The difference in opinion as regards low and high levels of human resource development climate at Makerere College School was at 1.88 and is supported by the aforementioned standard deviation (0.42). Also from Table 4.9, we find that there was almost no skew, suggesting that the respondents opinions were almost normally distributed (Skewness = -0.36) that is to say their opinions were centrally located.

To test whether human resource development climate has a positive relationship with organizational citizenship behavior, the two indexes, namely; human resource development climate (“HRDC”) and organizational citizenship behavior (“OCB”) were co-related using Pearson’s linear co-relation co-efficient as shown in Table 4.10:

**Table 4.10: Pearson’s linear correlation coefficient between HRDC and OCB**

		<b>HRDC</b>	<b>OCB</b>
<b>HRDC</b>	Pearson’s correlation	1	0.361**
	Sig. (2-tailed)	-	0.003
	N	76	76
<b>OCB</b>	Pearson’s correlation	0.361**	1
	Sign. (2-tailed)	0.003	-
	N	76	76

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

Table 4.10 shows that the correlation between the two indices yielded  $r = 0.361$  whose Sig. = 0.003 which is less than  $\alpha = 0.05$ . Hence the null hypothesis is rejected and the research hypothesis that human resource development climate has a positive relationship

with organizational citizenship behavior is accepted at the five percent level of significance.

#### 4.4.2 Staff Recognition

Staff recognition was further conceptualized as promotions, certificates of achievements and appreciation. Thus using six quantitative questions, respondents at Makerere College School rated themselves on the six aspects of staff recognition with responses being based on Likert's scale ranging from 1 = strongly disagree, 2 = disagree, 3 undecided, 4 = agree and 5 = strongly agree. Table 4.11 shows pertinent frequency tables:

**Table 4.11: Descriptive statistics on respondents' self-rating on staff recognition**

Indicators of staff recognition	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
I am recognized for my work.		7 (9.2%)	26 (34.2%)	37 (48.7%)	6 (7.9%)
I receive formal recognition for my contribution to the school		1 (1.4%)	22 (29.7%)	45 (60.8%)	6 (8.1%)
I receive informal recognition for my contribution to the school		10 (13.2%)	12 (15.8%)	46 (60.5%)	8 (10.5%)
I am satisfied with my school's current recognition program.	6 (8.1%)	8 (10.8%)	21 (28.4%)	37 (50.0%)	2 (2.7%)
The nature of my job allows me adequate opportunity to be recognized.	7 (9.5%)	7 (9.5%)	19 (25.7%)	31 (41.9%)	10 (13.5%)
I feel that my work is valued and appreciated	1 (1.3%)	3 (3.9%)	6 (7.9%)	43 (56.6%)	23 (30.3%)
I am recognized for my work.	6 (7.9%)	18 (23.7%)	14 (18.4%)	29 (38.2%)	9 (11.8%)

Table 4.11 shows pertinent frequency tables and means about respondents' self-rating on staff recognition at Makerere College School. According to the table, all the six items

used to measure staff recognition at Makerere College School had higher cumulative percents lying on the side representing good levels of staff recognition. For example, cumulatively, 43 respondents (almost 57%) revealed that teachers are recognized for their work as compared to their counterparts, only 7 respondents (over 9%) disagreed. A total 26 respondents (over 34%) were undecided. This good rating is confirmed by the a high mean value = 3.6 and a small standard deviation = 0.77 thus corresponding to the fact that teachers at Makerere College School are recognized for my work. Table 4.11 shows that cumulatively, 51 respondents (almost 69%) revealed that they receive formal recognition for my contribution to the school while cumulatively, only 1 respondent (over 1%) disagreed with the matter. A total of 22 respondents (almost 30%) never took a side regarding the issue. This good rating is confirmed by the a high mean value = 3.8 and a small standard deviation = 0.62 thus corresponding to the fact that teachers receive formal recognition for my contribution to the school.

On item “ I receive informal recognition for my contribution to the school,” the majority of respondents, 71% supported the statement while 10 respondents (over 13%) disagreed with the matter yet 12 respondents (almost 16%) did not take a side. This good rating is confirmed by a high mean value = 3.7 and a small standard deviation = 0.84 thus suggesting that teachers at Makerere College School receive informal recognition for my contribution to the school. Cumulatively, 39 respondents (almost 53%) revealed that they are satisfied with their school’s current recognition program.. A total of 21 respondents (over 28%) were undecided while cumulatively, 14 respondents (19%) disagreed. This fair rating is confirmed by a fair mean value = 3.3 and a small standard deviation = 0.99 thus corresponding to the fact that teachers at Makerere College School are satisfied with their school’s current recognition program.

Cumulatively, 41 respondents, the majority (over 55%) supported the idea that the nature of their jobs allows them adequate opportunity to be recognized. Nineteen respondents (almost 26%) remained neutral while 14 respondents (19%) disagreed. Cumulatively, 66 respondents (almost 77%) agreed that they feel that their work is valued and appreciated while cumulatively, 28 respondents (50%) supported the view that at Makerere College School, they are recognized for their work.. Such findings suggest that Makerere College School recognizes teachers.

The above quantitative findings regarding staff recognition at Makerere College School are in agreement with those obtained qualitatively through the interviews conducted with selected school administrators at Makerere College School. Those interviewed are remembered saying;

“Teachers are recognized for their work,” “Teachers receive formal recognition for their contribution to the school,” “Teachers receive informal recognition for their contribution to the school,” “Teachers are satisfied with the school’s current recognition program,” “The nature of their jobs allows them adequate opportunity to be recognized, “

Such views and many others clearly show that Makerere College School recognizes her staff. To give an overall picture of how rated themselves on staff recognition, an average index (“StaffR” to imply staff recognition) was computed from the six questions in Table 4.11 and Table 4.12 giving pertinent descriptive statistics:

**Table 4.12: Common summary descriptive statistics on respondents' self-rating on staff recognition**

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

According to Table 4.12, respondents ratings on staff recognition at Makerere College School was average with (mean = 3.54 and median = 3.57) with opinions ranging from 3.42 to 3.67 at the 95 percent confidence level. Despite the average rating, Table 4.12 reflects that some respondents scored very poor that is a minimum 2.14 while others scored best that is a maximum of 4.57. This gave a wide disparity as reflected by a high range of 2.43. Secondly, there was similarity in respondents opinions regarding staff recognition at Makerere College School (small deviation value = 0.54) suggesting that respondents views regarding staff recognition at Makerere College School do not differ so much from one respondent to another. The difference in opinion as regards low and high levels of staff recognition at Makerere College School was at 2.43 and is supported by the aforementioned standard deviation (0.54). Also from Table 4.12, we find that there was almost no skew, suggesting that the respondents opinions were almost normally distributed (Skewness = -0.40) that is to say their opinions were centrally located.



To test whether staff recognition has a positive relationship with organizational citizenship behavior, the two indexes, namely; staff recognition (“StaffR”) and organizational citizenship behavior (“OCB”) were co-related using Pearson’s linear co-relation co-efficient as shown in Table 4.13:

**Table 4.13: Pearson’s linear correlation coefficient between staff recognition and OCB**

		Staff Recognition	OCB
<b>Staff Recognition</b>	Pearson’s correlation	1	0.592**
	Sig. (2-tailed)	-	0.003
	N	76	76
<b>OCB</b>	Pearson’s correlation	0.592**	1
	Sign. (2-tailed)	0.003	-
	N	76	76

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

Table 4.13 shows that the correlation between the two indices yielded  $r = 0.592$  whose Sig. = 0.000 which is less than  $\alpha = 0.05$ . Hence the null hypothesis is rejected and the research hypothesis that staff recognition has a positive relationship with organizational citizenship behavior is accepted at the 5% level of significance.

#### **4.4.3 Staff Involvement**

Staff involvement was further conceptualized as team work, communication, decision making and planning. Thus using six quantitative questions, respondents at Makerere College School rated themselves on the six aspects of staff involvement with responses being based on Likert’s scale ranging from 1 = strongly disagree, 2 = disagree, 3 undecided, 4 = agree and 5 = strongly agree. Table 4.14 shows pertinent frequency tables and means:

**Table 4.14: Descriptive statistics on respondents' self-rating on staff involvement**

<b>Indicators of staff involvement</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Undecided</b>	<b>Agree</b>	<b>Strongly agree</b>
I am involved in choosing team leaders for specific tasks in the school	3 (3.9%)	21 (27.6%)	36 (47.4%)	12 (15.8%)	4 (5.3%)
I participate in the success of my departmental team		18 (23.7%)	29 (38.2%)	21 (27.6%)	8 (10.5%)
I participate in the planning for this school	7 (9.6%)	15 (20.5%)	22 (30.1%)	29 (39.7%)	
I am involved in the communication of key information to the teachers		2 (2.6%)	5 (6.6%)	40 (52.6%)	29 (38.2%)
I am consulted by fellow staff on difficult tasks.	5 (6.6%)	21 (27.6%)	20 (26.3%)	22 (28.9%)	8 (10.5%)

Table 4.14 shows pertinent frequency tables and means about respondents' self-rating on staff involvement at Makerere College School. According to the table, cumulatively, many respondents (almost 32%) revealed that they are not involved in choosing team leaders for specific tasks in the school while cumulatively, 16 respondents (over 21%) argued that they are involved in choosing team leaders for specific tasks in the school. A total of 36 respondents (over 47%) were undecided. These findings suggest that teachers at Makerere College School are involved in choosing team leaders for specific tasks in the school. This is supported by a mean value of 2.9 which is slightly below average and standard deviation of 0.99 suggesting that teachers should be highly involved in choosing team leaders for specific tasks in the school.

On item "I participate in the success of my departmental team," cumulatively, 29 respondents (over 38%) supported the issue. A total of 29 respondents (over 38%)

remained neutral while cumulatively, 18 respondents (almost 24%) reported they rarely participate in the success of their departmental team. Even if many respondents supported the statement, their percentage (over 38%) is very small, below average suggesting that there is for teachers to participate in the success of their departmental team. Cumulatively, the majority of the respondents (almost 91%) revealed that they participate in the planning for school while cumulatively, 2 respondents (almost 3%) disagreed with the statement. A total 5 respondents (almost 7%) were undecided. This means teachers at Makerere College School participate in the planning for school.

Cumulatively, 30 respondents (over 39%) agreed that they are involved in the communication of key information to the teachers while 26 respondents (over 34%) disagreed with this. According to Table 4.14, cumulatively, 29 respondents (almost 40%) supported the idea that they are consulted by fellow staff on difficult tasks yet 22 respondents (over 30%) denied this. These findings imply that teachers at Makerere College School are involved in all the affairs of the school. The above quantitative findings regarding staff involvement at Makerere College School are in agreement with those obtained qualitatively through the interviews conducted with selected school administrators. Those interviewed are remembered saying;

“Teachers are involved in choosing team leaders for specific tasks in the school,” “Teachers participate in the success of their departmental team,” “Teachers participate in the planning for school,” “Teachers are involved in the communication of key information,” “Teachers are consulted by fellow staff on difficult tasks.”

Such views and many others clearly show teachers at Makerere College School are involved in all school affairs. To give an overall picture of how rated themselves on staff involvement, an average index (“StaffInvo.” to imply staff involvement) was computed from the six questions in Table 4.14 and Table 4.15 giving pertinent descriptive statistics:

**Table 4.15: Common summary descriptive statistics on respondents' self-rating on staff involvement**

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

According to Table 4.15, respondents ratings on staff involvement at Makerere College School was average with (mean = 3.32 and median = 3.40) with opinions ranging from 3.12 to 3.43 at the 95 percent confidence level. Despite the average rating, Table 4.15 reflects that some respondents scored very poor that is a minimum 2.40 while others scored best that is a maximum of 4.60. This gave a wide disparity as reflected by a high range of 2.20. Secondly, there was similarity in respondents opinions regarding staff involvement at Makerere College School (small deviation value = 0.49) suggesting that respondents views regarding staff involvement at Makerere College School do not differ so much from one respondent to another. The difference in opinion as regards low and high levels of staff involvement at Makerere College School was at 2.20 and is supported by the aforementioned standard deviation (0.49). Also from Table 4.15, we find that there was almost no skew, suggesting that the respondents opinions were almost normally distributed (Skewness = 0.32) that is to say their opinions were centrally located.

To test whether there is a positive relationship between staff involvement and organizational citizenship behavior, the two indexes, namely; staff involvement (“StaffInvo.”) and organizational citizenship behavior (OCB) were co-related using Pearson’s linear co-relation co-efficient as shown in Table 4.16:

**Table 4.16: Pearson’s linear correlation coefficient between staff involvement and OCB**

		<b>Staff Involvement</b>	<b>OCB</b>
<b>Staff Involvement</b>	Pearson’s correlation	1	0.631**
	Sig. (2-tailed)	-	0.000
	N	76	76
<b>OCB</b>	Pearson’s correlation	0.631**	1
	Sign. (2-tailed)	0.001	-
	N	76	76

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

Table 4.16 shows that the correlation between the two indices yielded  $r = 0.631$  whose Sig. = 0.000 which is less than  $\alpha = 0.05$ . Hence the null hypothesis is rejected and the research hypothesis that there is a positive relationship between staff involvement and organizational citizenship behaviour is accepted at the five percent level of significance.

#### **4.5 Testing Hypotheses: Multivariate Level**

The dependent variable (DV), organizational citizenship behaviour (OCB) was regressed on the independent variables (IVs) that is human resource development climate (HRDC), staff recognition (“StaffR”) and staff involvement (“StaffInvo.”) using SPSS. A mathematical model was developed of the form;

$$OCB = \beta_1HRDC + \beta_2StaffR + \beta_3StaffInvo.....(4.1)$$

Where any beta was positive, it implied that the DV (OCB) was positively related to the corresponding IV; and where any beta was negative, it implied that the DV (OCB) was negatively related to the corresponding IV. Each of these betas was accompanied by a significant or p-value which was used to determine whether a given beta was significant. SPSS was used to generate relevant statistics including the betas and their p values. But before there among other statistics, the “adjusted R square” was 0.449 which when multiplied by 100 that is almost 50 gave the percentage of the DV (OCB), the three IVs explained. Table 4.16 gives Fisher’s ratio (F) and its significance (p) value:

**Table 4.16: ANOVA Results on Regression OCB on HRDC, staff recognition and involvement**

<b>Model</b>	<b>Sum of squares</b>	<b>df</b>	<b>Mean square</b>	<b>F</b>	<b>Sig.</b>
<b>Regression</b>	6.332	3	2.111	15.479	0.000
<b>Residual</b>	7.772	57	0.136		
<b>Total</b>	<b>14.104</b>	<b>60</b>			

Basing on Table 4.18, the F is high or significant that is 15.479 accompanied by a Sig. value 0.000 which was less than 0.05 hence a good regression model. Table 4.17 gives the respective betas and their corresponding significances or p values.

**Table 4.17: Regression of OCB on HRDC, staff recognition and involvement**

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

According to Table 4.17, the first independent variable (HRDC), is accompanied with a positive beta (0.291) suggesting a positive correlation between HRDC and the dependent variable (OCB). However, the observed Sig. (p) which was given as 0.011 which was far lower than the benchmark Sig. (p) value of 0.05, suggesting a significant correlation at the 5% level.

Further, results in Table 4.17 reveals that the second independent variable (staff recognition), was accompanied with a positive beta (0.531) suggesting a positive correlation between staff recognition and the dependent variable (OCB). However, the observed Sig. (p) which was given as 0.000 which is far lower than the benchmark Sig. (p) value of 0.05, suggesting a significant correlation at the 5% level.

Results in Table 4.17 further reveal that the third independent variable (staff involvement), is accompanied with a positive beta (0.283) suggesting a positive correlation between staff involvement and the dependent variable (OCB). However, the observed Sig. (p) which was given as 0.010 which was far lower than the benchmark Sig. (p) value of 0.05, suggesting an insignificant correlation at the 5% level. Thus, while using regression analysis, the entire research hypothesis that is, the first, second and third were accepted.

## **CHAPTER FIVE**

### **SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This Chapter therefore, presents the summary of the study findings, results on hypotheses, draws conclusions from the study findings and gives recommendations based on conclusions, recommendations, limitations of the study, contributions of the study and ends with areas for future research.

#### **5.2 Summary of the Study**

This sub-section presents the summary on the specific objectives that guided the study. The main finding of the study revealed that there is a positive relationship between organizational culture and organizational citizenship behaviors at Makerere College School.

##### **5.2.1 Objective One: Human Resource Development Climate and OCB**

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



### **5.2.2 Objective Two: Staff Recognition and OCB**

The second objective of the study was to find out the relationship between staff recognition and organizational citizenship behaviors at Makerere College School. The corresponding hypothesis of the study stated that there is no relationship between staff recognition and organizational citizenship behavior at Makerere College School. Staff recognition was conceptualized as promotions, certificates of achievements and appreciation while OCB was conceptualized as altruism, conscientiousness, sportsmanship, courtesy and civic virtue. The analysis yielded  $r = 0.592$  whose  $\text{Sig.} = 0.000$  which is less than  $\alpha = 0.05$ . This means that the relationship between staff recognition and OCB was significant at the five percent significance level.

### **5.2.3 Objective Three: Staff Involvement and OCB**

The third objective of the study was to establish the relationship between staff 'involvement and organizational citizenship behaviors at Makerere College School. The corresponding hypothesis of the study stated that there is no relationship between staff involvement and organizational citizenship behavior at Makerere College School. Staff involvement was conceptualized as team work, communication, decision making and planning while OCB was conceptualized as altruism, conscientiousness, sportsmanship, courtesy and civic virtue. The analysis yielded  $r = 0.063$  whose  $\text{Sig.} = 0.000$  which is less than  $\alpha = 0.05$ . This means that the relationship between staff involvement and OCB was significant at the five percent significance level.

### **5.3 Discussion**

This section deals with the discussion of results hypothesis by hypothesis;

#### **5.3.1 Human resource development climate and OCB**

The findings revealed that the relationship between human resource development climate and organizational citizenship behavior at Makerere College School was significant at the five percent significance level. This was a finding in agreement with the works of many earlier scholars. For example, the finding is supported by Payne and Pugh (1976) who defined an individual needs, satisfaction and goals effects on the perception of climate, whereas climate in turn effects the same satisfaction, goals and behavior. Researchers also establish that organizational climate forecast positive work attitudes and behaviors. Therefore employees are more satisfied while working in an optimistic work environment and consequently less likely to leave their organizations (Pace, 2002; Aarons and Sawitzky, 2006). Therefore, in the results of above findings it can be argued that the human resource development climate leads to positive and favorable behaviors of individual's that represent OCB.

The finding is in line with Eisenberger, Fasolo and Davis-LaMastro (1990) who found that the improved performance and constructive work attitudes shown by those employees who perceived that the Human Resource department is concerned about them. The finding is in agreement with Krishna and Rao (1997) who carried forward a detailed empirical study on Organizational and human resource development climate in BHEL which found that the human resource development climate in the organization encouraged middle and senior managers to experiment with new methods and try out creative ideas. OCTAPAC Culture represents the degree of Openness, Confrontation, and Trust,

Autonomy, Pro-action, Authenticity, Collaboration and the degree to which these values are encouraged in the organization. The finding is also supported by Rainayee (2002) in a research on the human resource development climate in commercial banks found that the overall level of OCTAPAC values in the banks was perceived at a moderate level. Overall, the study led to the finding that HRDC and OCB are positively related.

### **5.3.2 Staff Recognition and OCB**

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

Research does indeed indicate that individuals who often engage in organizational citizenship behavior do indeed receive more positive performance evaluations (Werner, 1994; Allen and Rush, 1998). In addition, these individuals are more inclined to receive

additional rewards as a consequence of these associations (Allen & Rush, 1998; Kiker & Motowidlo, 2002). Employee recognition is the one of the component which drives the human behavior and it is one the source of motivation of the employees (Maslow, 1954; Guest, 1997). Recognition practices talk about non-monetary benefits by which an organization tangibly indicates its gratitude of excellent work and accomplishments. These methods also involved those initiatives made by the organization to employee recommendations properly and provide them with frequent feedback. When an organization gives recognition to employees, they feel and required to show greater intensity of loyalty with the organization (Maslach et al., 2001).

More recently, recognition has been acknowledged as an integral aspect of psychologically healthy workplaces (Grawitch, Gottschalk & Munz, 2006). Not surprisingly, research also indicates that employees consider personalized recognition for the work they do to be an integral part of the rewards they receive at work (Luthans, 2000). Overall, the study led to the finding that staff recognition and OCB are positively related.

### **5.3.3 Staff Involvement and OCB**

The third hypothesis of the study stated that there is no relationship between staff involvement and organizational citizenship behavior at Makerere College School. Data analysis and interpretation using Pearson's linear correlation coefficient and multiple regression revealed that the relationship between staff involvement and OCB was significant at the five percent significance level. This was a finding in agreement with the works of many earlier scholars. For example, this was a finding in agreement with Rukhum (2010) who found a positive relationship between employee involvement and

organizational citizenship behavior (OCB). The dimensions of OCB are in fact characteristic of employee engagement, but the most strongly co-related OCB dimension with employee involvement is “taking initiatives individually” which refers going an extra-mile (Dicke, 2010).

Nevertheless, literature illustrates several criticisms on this relationship as well. According to (Saks, 2006) OCB deviates from employee involvement with a point of view that OCB involves voluntary behaviors that are beyond the job requirements whereas employee involvement is a formal role of an employee to perform. It is in fact not an element of employees’ job description going for extra role behaviour. Saks’s view was argued by Dicke (2010) that going an extra-mile is a general description of employee involvement which represents a voluntary behavior and defied Saks’s statement that it is “one’s formal role performance”.

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

## **5.4 Conclusions**

The following conclusions were derived from the findings based on the research objectives of the study and they are presented below;

### **5.4.1 Effect of a Human resource development climate on OCB**

The findings on objective one confirmed that there is a significant effect of a human resource development climate on Organizational citizenship behaviors because the correlation yielded  $r = 0.361$  whose  $\text{sig.} = 0.003$  which is less than  $\alpha = 0.05$ . This implies that the administration of Makerere College School should create a favorable human resource development climate in order to elicit citizenship behaviors amongst the teaching staff at this school.

### **5.4.2 Effect of Staff recognition on OCB**

The findings on objective two of the study confirmed that staff recognition has an effect on Organizational citizenship behaviors. This also implies that the administration of Makerere College School should make an effort to recognize with awards for good work, promotion after a certain level of service as a way of helping them exhibit citizenship behaviors.

### **5.4.3 Effect of Staff involvement on OCB**

The findings on objective three of the study confirmed that staff involvement has a positive effect on Organizational citizenship behaviors. If measures are set up by the management of Makerere College School to increase on staff involvement in decision making and planning for the school, they will automatically show citizenship behaviors in their performance of work.

## **5.5 Recommendations**

The following recommendations are prepared based on the above conclusions that have been developed to enhance the significance of the study;

### **5.5.1 Effect of Human resource development climate on OCB**

According to the findings and analysis of the results there is a positive relationship between a human resource development climate and OCB for the results showed that the two indices yielded  $r = 0.361$  whose  $\text{sig.} = 0.003$  which is less than the alpha value = 0.05 Makerere College School administrators should develop a human resource development climate through creating a conducive friendly work environment and build a proper career development plan for teachers to enhance their organizational citizenship behaviors.

### **5.5.2 Effect of Staff recognition on OCB**

According to the findings and analysis there was a good rating by a high mean value = 3.8 and a small standard deviation = 0.62 meaning that the teachers were receiving some recognition. Makerere College School administrators should recognize teachers say through promotions, awarding certificates of achievements and various appreciations to enhance their organizational citizenship behaviors.

### **5.5.3 Effect of Staff involvement on OCB**

According to the findings and analysis of information on staff involvement some respondents scored poorly a minimum of 2.40 while other scored best at a maximum of 4.60. This showed a wide disparity in staff involvement. Makerere College Should involve teachers in all the school affairs say in team work, decision making and planning to enhance their organizational citizenship behaviors.

## **5.6 The contribution of the study to the body of knowledge**

The contribution of this study to the body of knowledge is guided or based on the three objectives of this study:

### **5.6.1 Objective one: Human resource development climate and OCB**

This study found out that there is a significant relationship between the human resource development climate and OCB. Therefore, a lot of focus or attention should be made on building a working environment that is conducive for citizenship behaviors to be manifested. Those in the academic world can also base on this to do more research into this area.

### **5.6.2 Objective two: Staff recognition and OCB**

The study also found out that the relationship between Staff recognition and OCB is also significant. This recognition was studied under elements like rewards, promotions and certificates of achievement. Management in different organizations can use this study as a guide to improve on the performance of employees focusing on availability of these rewards. It can also be of help to individuals in the human resource management studies to guide people into the importance of recognition in defining the relationship between employers and employees.

### **5.6.3 Objective three: Staff involvement and OCB**

The study equally found out a significant relationship between Staff involvement and OCB. Staff involvement in this study was conceptualized as involvement in planning, decision making, team work and communication. Human resource practitioners and academics can use this study to emphasize the importance of involving employees in key decision making mechanisms in the organization as a way of enhancing their performance.



## **5.7 Limitations of the study**

### **5.7.1 Limitations based on the Scope of the study**

#### **5.7.1 Geographical scope**

The geographical scope of this study was the main campus of Makerere College School in Kawempe division in Kampala Capital City Authority. It focused on the teaching staff of Makerere College School amongst all employees. The researcher was interested in finding out why these teachers were not interested in exhibiting citizenship behaviors. The study was limited to this group of people mainly because of resources otherwise it could even have included other stake holders like the technical and support staff.

#### **5.7.1.2 Content Scope**

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

#### **5.7.1.3 Time scope**

The study covered the period 2014-2016. The reason for the selection of this period was because it is around this time that citizenship behaviors were absent amongst the teachers of Makerere College School and yet the management of the school had tried to create an enabling environment. The researcher was limited by resources and the limited time to complete the work, otherwise the years before may be 6 years could also have been covered in this study.

## **5.7.2 Limitations based on Methodology**

### **5.7.2.1 Research design**

A correlational and cross-sectional survey designs were used simply because the study involved analysis of both quantitative and qualitative data, as well as finding out the relationship between variables. Otherwise other designs like the case study could also be appropriate to study this problem.

### **5.7.2.2 Study population**

The target population in the study constituted 103 teachers of these 97 were teaching while the 5 were administrators. These teachers were selected because they were expected to exhibit high levels of OCB given their academic backgrounds. The population was limited to this because of time and resources, otherwise the researcher would as well have increased this population to include categories like technical and support staff.

### **5.7.2.3 Data Collection Methods and instruments**

The study used two data collection methods that is the questionnaire survey and the interview method while the instruments were the self-administered questionnaire and the interview guide. These were used in order to abide by the ethical consideration of respect for privacy and confidentiality besides the low cost involved in the collection of data. Otherwise the researcher could have used other methods like observation but he was limited by time.

### **5.7.2.4 Data quality control**

In order to allow for the validity of the instruments, the researcher sent the instruments to the supervisors to use their expert knowledge in assessing them. Reliability was also guaranteed by the researcher pre-testing the instruments through a pilot study. All this was done because of the procedures involved in academic research. But the researcher

could also not use other means because the time was limited to complete this research project.

#### **5.7.2.5 Analysis of the data**

Quantitative data was analyzed using the Statistical package for Social scientists because this has simpler and understandable models for data analysis. Otherwise the researcher would have used more complex packages. While the qualitative data was analyzed using descriptive statistics.

#### **5.7.2.6 Findings**

The research findings after the analysis of the data indicated that there is a significant relationship between all the three conceptualized elements of culture i.e. the human resource development climate, staff recognition and staff involvement and OCB. The research due to lack of time did not bring in so many objectives due to the limitation of resources and time and trying to minimize on complexity otherwise this would have made it even more interesting.

#### **5.7.2.7 Ethical considerations**

The researcher also had a very big limitation when it came to the ethical considerations. So many of the respondents were worried about the confidentiality of the information and protection from harassment by the administration given the type of information tendered. Their fears arose mainly from the first objective which measured the relationship between a human resource development climate and OCB. This made the work of collecting data from them a little complex. Other ethical considerations were limitedly handled by the researcher because of lack of knowledge about them.

## **5.8 Areas Recommended for Future Research**

Due to my geographical scope especially the time and the contents scope, the study was centered on OC as potential variables relating to OCB. However, there were other variables like resource utilization and administrative policies which may relate to OCB. Therefore, research needs to be carried on those factors to see how relate to OCB.

For further research I also recommend the focus on whether the background of the respondents or employees determines their ability to show or exhibit organizational citizenship behaviors in the organization. This I did not focus on because of time but it can be a prime area of focus.

Thirdly, in the interest of future research there is need to study the influence of sustainability of the employees 'exhibition of citizenship behaviors. By this I mean that research needs to be done in trying to find out whether time spent in an organization can really determine whether an employee exhibits citizenship behaviors or not.

Human resource development practitioners and academics can also in future research on the direct impact of the management and leadership style on the employees 'showing of citizenship behaviors. The researcher found this area prime but due to time and resources did not focus on it. However, those interested in this area of OCB can focus on this.

Finally, I would also recommend research into the impact of level of academic achievement on organizational citizenship behaviors. I felt this also has a big bearing on this variable, but found out that there has not been any research into this area.

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## **APPENDICES**

### **Appendix A**

#### **Self-administered Questionnaire for Teachers at Makerere College School on OC and OCB**

Uganda Management institute,  
School of Management Science

Dear respondent,

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

Thank you.

Yours faithfully,

.....

**John Steven Ssenkindu**  
**(Researcher)**

### Section A: Background variables: Classification of Respondents

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

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

A1. Your age

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

A2. Your sex 1 = Male; 2 = Female

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

A4. Your highest academic qualification

1 = Diploma 2 = Bachelors 3 = Masters;

A5. Your length of service at Makerere College School?

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

### Section B: Independent Variable: Organizational Culture (OC)

In this Section, the independent variable, organizational culture is divided into three elements (human resource development climate, employee involvement and recognition).

Rate each of the following organizational culture using a scale where; 1 = Strongly disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly agree.

<b>B1</b>	<b>Human Resource Development Climate (HRDC)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
B1.1	The school has a committee that plans career development of the teaching staff	1	2	3	4	5
B1.2	The management of the school has a clear policy on career development of the teaching staff	1	2	3	4	5
B1.3	The development of individual teachers' careers is taken as an important issue by the school top management.	1	2	3	4	5
B1.4	Teachers in this school are sponsored for further career training	1	2	3	4	5
B1.5	The school provides every teacher with opportunities to choose a career path to suit the individual's core competence.	1	2	3	4	5
B1.6	Each teacher's training needs are identified in order to develop critical skills needed for the assigned work.	1	2	3	4	5

<b>B2</b>	<b>Employee Involvement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
B2.1.	I am involved in choosing team leaders for specific tasks in the school	1	2	3	4	5
B2.2.	I participate in the success of my departmental team	1	2	3	4	5
B2.3.	I participate in the planning for this school	1	2	3	4	5
B2.4.	I am involved in the communication of key information to the teachers	1	2	3	4	5
B2.5.	I am consulted by fellow staff on difficult tasks.	1	2	3	4	5
B2.6.	I am involved in the decision making process.	1	2	3	4	5

<b>B3</b>	<b>Employee Recognition</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
B3.1	I am recognized for my work.	1	2	3	4	5
B3.2	I receive formal recognition for my contribution to the school	1	2	3	4	5
B3.3	I receive informal recognition for my contribution to the school	1	2	3	4	5
B3.4	I am satisfied with my school's current recognition program.	1	2	3	4	5
B3.5	The nature of my job allows me adequate opportunity to be recognized.	1	2	3	4	5
B3.6	I feel that my work is valued and appreciated	1	2	3	4	5

**Section C: Dependent Variable: Organizational Citizenship Behavior (OCB)**

The statements in the table are concerned with current behaviors you might demonstrate in the workplace. Please use the given scale to indicate the extent to which you agree or disagree with each statement; 1 = Strongly Disagree, 2 = Disagree, 3 = Neither Disagree nor Agree, 4 = Agree, 5 = Strongly Agree

	<b>Organizational Citizenship Behavior Statements</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
C1.	I help others who have heavy workloads	1	2	3	4	5
C2.	I am the classic "squeaky wheel" that always needs greasing	1	2	3	4	5
C3.	I believe in giving an honest day's work for an honest day's pay	1	2	3	4	5
C4.	I don't complain about trivial matters	1	2	3	4	5
C5.	I try to avoid creating problems for coworker	1	2	3	4	5
C6.	I keep abreast of changes in the school	1	2	3	4	5
C7.	I tend not to make "mountains out of molehills"	1	2	3	4	5
C8.	I consider the impact of my actions on coworker	1	2	3	4	5
C9.	I attend meetings that are not mandatory, but are considered important	1	2	3	4	5
C10.	I am always ready to lend a helping hand to those around me.	1	2	3	4	5

C11.	I attend functions that are not required, but help the school image	1	2	3	4	5
C12.	I read and keep up with the school announcements and memos	1	2	3	4	5
C13.	I help others who have been absent	1	2	3	4	5
C14	I do not abuse the rights of others	1	2	3	4	5
C15	I willingly help others who have work related problems	1	2	3	4	5
C16	I always focus on the positive	1	2	3	4	5

**THANK YOU VERY MUCH**

## **Appendix B**

### **Interview Guide for Makerere College School Administrators**

**TOPIC: Organizational Culture and Organizational Citizenship Behaviors: A  
Case of Makerere College School, Kampala**

Interviewer: John Steven Ssenkindu

Interviewees: Makerere College Administrators

Date of interview.....Time .....

Name of interviewee .....

Venue .....

Step I: Self-introduction

Step II: Questions and discussions

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

**THANK YOU VERY MUCH**

## Appendix C

### Introductory Letter



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9<sup>th</sup> November, 2017

TO WHOM IT MAY CONCERN

#### MASTERS IN MANAGEMENT STUDIES DEGREE RESEARCH

Mr. John Steven Ssenkindu is a student of the Masters in Management Studies of Uganda Management Institute 30<sup>th</sup> Intake 2013/2014, Reg. Number 13/MMS/HRM/30/003.

The purpose of this letter is to formally request you to allow this participant to access any information in your custody/organization, which is relevant to his research.

His research Topic is: *“Organizational Culture and Organizational Citizenship Behaviours: A case of Makerere College School, Kampala”*.

Yours Sincerely,

Stella Kyohairwe (PhD)  
AG. HEAD, POLITICAL AND ADMINISTRATIVE SCIENCE