RELATIONSHIP BETWEEN DEMOGRAPHIC VARIABLES, ORGANISATIONAL COMMITMENT AND JOB SATISFACTION AND ORGANISATIONAL CITIZENSHIP BEHAVIOUR AMONG PRIMARY SCHOOL TEACHERS, COAST PROVINCE, KENYA

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Abstract

This study sought to investigate the relationship between demographic characteristics, organisational commitment and job satisfaction influenced teachers' Organisational Citizenship Behaviours. To achieve this the study explored the teachers demonstration of organizational citizenship behaviours individual (OCB-I) and organizational (OCB-O), demographic variables including age, gender and years of teaching experience, organisational commitment, and the extent to which job satisfaction predicted OCB. The study was conducted among 81 primary school teachers (70.5% females and 29.5% males) taking Bachelor of Education degree at Kenyatta University, Mombasa Campus. Data were collected using three modified scales: Minnesota Satisfaction Questionnaire, an OCB scale while the Organisational Commitment scale was used to measure organisational commitment. The study findings revealed that teachers reported higher OCB-I than OCB-O. Marginal gender differences in OCB were reported although female teachers recorded higher general OCB than their male counterparts. Age was a factor determining OCB as teaches aged 45 years and above recorded higher measures of OCB-O than their younger counterparts who recorded higher measures in OCB-I. Significant influence of age on OCB-I was reported. The study recommended the need to improve factors such as pay, relationship with school administrators and the working environment in order to further boost the teachers' OCB

Key words: Demographic characteristics, organisational commitment, job satisfaction,

Organisational Citizenship Behaviour (OCB)

1. Introduction

Organisational Citizenship Behaviour

Organizational citizen behaviours have been identified by Podsakoff et al., (2009) as the positive actions workers engage in and which benefit their co-workers as well as the employing organization. Workers who demonstrate Organizational citizenship behaviours extend themselves beyond the call of duty and do more than the statutory requirements for their jobs thus going "the extra mile". Behaviours that are related to organizational citizenship behaviors have been identified as selflessness, courtesy, conscientiousness, increased productivity as well as reduced voluntary turnover. Workers who demonstrate organizational citizenship behaviors are more likely to enjoy positive outcomes such as job satisfaction and reduced work accidents and medical bills than their counterparts without these attributes. Organizational citizenship

behaviours should be complemented by rewards such as pay, recognition and enabling work environments.

Teachers who demonstrate organizational citizenship behaviours are expected to enjoy their work and thus are expected to relate well with their pupils, school administrators and other colleagues. These teachers are expected to engage in various behaviours which promote their competence as teachers and which advance the cause of the institutions they work for by engaging in extra role behaviours. The extra role behaviour investigated in this study included organizational commitment and job satisfaction on the display of these extra-role behaviours. This is especially important because these behaviours often referred to as Organisational Citizenship Behaviour (OCB) have received little empirical attention in school settings (Christ, Van Dick, Wagner, & Stellmacher, 2003). This is made the more urgent considering the pertinent role such behaviours play in efficient running of schools.

According to Organ (1988) organizational citizenship behaviours represents individual behaviours that employees willingly engage in without expecting rewards but which promote the efficient functioning of the organisation (Smith, Organ & Near, 1983). Such behaviours are thought to be internally motivated to meet achievement, competence and affiliation needs and usually go beyond existing role expectations. The school situation provides a good setting to study organizational citizenship behaviours since teaching has been found to be one of the most significant organizational citizenship behaviours demanding professions (Farooqui, 2012). Within schools in Kenya, teachers go beyond the call of duty to help students in their academic and personal problems and they also get involved in the daily efficient running of schools. However, nearly all studies on organizational citizenship behaviours have been conducted among workers from other fields and limited to the United States of America and Europe.

Studies conceptualise organizational citizenship behaviours along two categories; organisational citizenship behaviour-organisational (OCB-O) and organisational citizenship behaviour-individual (OCB-I). The former refer to behaviours that directly benefit the functioning of the organisation, for instance, a workers devotion of extra time dealing with less able learners, while the latter are behaviours that directly benefit individuals but indirectly benefit the organisation

through its effect on others' performances. OCB's facilitate the accomplishment of organizational goals and enhance organizational performance (Allen & Rush, 1998). OCB-I may involve the extent to which teachers undertake behaviours aimed at broadening their knowledge for instance through further studies. It is therefore expected that teachers who identify with the teaching profession will display more OCB-I.

Empirical research has isolated four major categories of predictors of organizational citizenship behaviours: individual characteristics, characteristics of task and organisation and leadership characteristics (Podsakoff, MacKenzie, Paine & Bachrach, 2000). This study focuses on two of the morale factors within the individual characteristics: job satisfaction and organisational commitment, and a single dispositional characteristic, that is, demographic variables. These variables have been found to predict organizational citizenship behaviours.

Demographic variables and Organisational Citizenship Behaviour

Studies have suggested that OCB varies as a function of gender (Allen & Rush, 2001; Deborah & McLean Parks, 2001; LePine & Van Dyne, 1998). It has been further suggested in some studies that some specific dimensions of organizational citizenship behaviours are found in males including civic virtue while others like altruism are exhibited by females (Heilman & Chen, 2005). In addition, other studies have established a directional correlation between gender and OCB (Farooqui, 2012; Ozturk, 2010). While Farooqui found out that male faculty members significantly exhibited more organizational citizenship behaviours than female faculty members, other studies (Farrell & Finkelstein, 2007) indicate that females are more likely to exhibit organizational citizenship behaviours than males. Another line of research shows that gender plays no role in organizational citizenship behaviours (Akinbode, 2011). However, such findings show that more males than females display higher organizational citizenship behaviours.

Demographic variables of age and tenure of service have been associated with organizational citizenship behaviours although the direction of influence remains inconclusive. While Morrison (1994) showed a positive relationship between tenure and organizational citizenship behaviours, Ozturk (2010) found age to have a positive correlation with organizational citizenship behaviours and a positive and significant correlation between tenure and organizational citizenship

behaviours. A further line of research has found that demographic variables such as age, sex and length of tenure do not correlate with organizational citizenship behaviours (Kukukbayrak, 2010; Li, 2013; Organ & Konovsky, 1989; Organ & Ryan, 1995; Podsakoff et al., 2000). However, despite the absence of significant predictive relationships between the demographic characteristics of age, gender and tenure, results still offer important conclusions. According to research females have higher probability of displaying organizational citizenship behaviours than males while organizational citizenship behaviours seems to increase with age and job tenure indicate a significant positive correlation with organizational citizenship behaviours (Akinbode, 2011). These studies seemed to contradict earlier findings by Skarlicki and Latham (1995) whose research findings established that university teachers displayed decreasing organizational citizenship behaviours as their length of tenure increased.

Organisational Commitment

Organizational commitment refers to an individual's identification with and involvement in an organisation (Steers, 1977). Organisational commitment has been found to bind employees to their organisations and such employees are likely to invest their energy towards the organisation. According to Li (2013) such commitment is a psychological link between the individual and their job. Organisational commitment has been studied along the three-component model of affective, normative and continuance developed by Allen and Meyer (1990). Affective attachment refers to employees' positive feelings of identification, attachment and involvement in the organisation (Meyer & Allen, 1984). Individuals may also become attached to their organisations due to continuance commitment which is referred to as the costs associated with quitting jobs in which case, individuals are committed to the organisation because they have nowhere else to go. Normative commitment refers to feelings of obligation to remain with the organisation (Allen & Meyer, 1990) and differs from affective commitment due to the fact that the employee regards working for the organisation as a duty and an obligation, and differs from continuance commitment in the sense that it is not influenced by a workers calculations of the loss of leaving the job (Wasti, 2000). Thus an employee's willingness to contribute to organisational effectiveness is influenced by the nature of commitment one experiences and consequently workers who want to belong to the organisation will be more likely than those who need to belong or feel obliged to belong to invest more effort in their jobs (Coetzee, 2005).

Studies have also established that individuals' commitment varies depending on whether the worker is from a collectivistic or individualistic culture as this is intricately tied on whether the worker places more emphasis on commitment to individual or to the organisation. Affective commitment has been found to be positively correlated to organizational citizenship behaviours because individuals are willing to help their colleagues and not because of what the returns they expect in the end. Another expectation is that individuals high in normative commitment will perform extra-role behaviours in order to fulfil some obligation or show gratitude to the organisation. On the contrary, individuals who are high on continuance commitment are only committed to the organisation because of the opportunity cost of quitting and as such continuance commitment is expected to be negatively correlated to organizational citizenship behaviours (Gautam, Van Dick, Wagner, Upadhyay & Davis, 2005). One major assumption of this study was that teachers who have interest in, and identify with the teaching profession will be influenced to display more extra-role behaviours if their commitment is affective or normative. The latter is expected to result from appropriate social relationships at the workplace among peers and with administrators. Support for the assertion is also provided in a study by Meyer and Allen (1997) who found a strong relationship between organisational commitment and organizational citizenship behaviours in the case of affective commitment.

Further, research has shown organisational commitment to be a major predictor of organizational citizenship behaviours (Meyer & Allen, 1997; O'Reilly & Chatman, 1986). In addition to this, studies have investigated the relationship between organizational citizenship behaviours and affective commitment which has been found to have positive effects on organizational citizenship behaviours while continuance commitment has been found to have minimal or negative relationships with organizational citizenship behaviours (Allen & Meyer, 1996; Cohen & Keren, 2008; Johnson & Chang, 2006; Moorman, Niehoff & Organ, 1993). This is because affective commitment develops from positive workplace experiences which the employee perceives as investments that they should reciprocate. Conversely, continuance commitment solely focuses on the cost of leaving the organisation and as such does not deal with investment in the organisation. More empirical support for this assertion is provided by findings of Riketta (2008) who found affective organisational commitment to have a weak but significant effect on organizational citizenship behaviours while other studies (Ozturk, 2010; Van Scotter, 2000;

Wasti, 2002) reveal that affective commitment is significantly and positively related to organizational citizenship behaviours. Some research (Gautam et al., 2005; Li, 2013) has found both affective commitment and normative commitment to be positively related to organizational citizenship behaviours. A different perspective is given by Cohen and Liu (2011) who found out that only the affective forms of commitment were related to organizational citizenship behaviours while continuance and normative commitment were not related to organizational citizenship behaviours.

Job satisfaction

Job satisfaction refers to a positive attitude towards one's job and hence satisfied employees engage in organizational citizenship behaviours. Studies have found a strong positive relationship between job satisfaction and organizational citizenship behaviours. Two conceptual bases exist in research studies the relationship between job satisfaction and organizational citizenship behaviours. On the one hand, it is argued that satisfied employees tend to experience positive mood states more frequently and hence are predisposed to engage in organizational citizenship behaviours while on the other hand, individuals who are satisfied with their jobs are expected to reciprocate by displaying organizational citizenship behaviours (Bateman & Organ, 1983; Fassina, Jones & Uggersley, 2008; Organ & Konovsky, 1989). The second perspective is grounded in the Social Exchange theory well expounded in the seminal works in the area of job satisfaction and organizational citizenship behaviours by (Bateman & Organ, 1983; Smith et al., 1983) who found job satisfaction to be the most reliable predictor of organizational citizenship behaviours. Other studies by Organ, (1988); Podsakoff, Niehoff, MacKenzie & Williams, (1993); Organ & Lingl, (1995); Organ & Ryan, (1995) have provided findings that strongly associate job satisfaction and organizational citizenship behaviours although the direction of influence has not been established. Studies in different cultural backgrounds (Ozturk, 2010) corroborate findings from Western samples leading to the generally believed views that an increase in job satisfaction results in higher levels of organizational citizenship behaviours. Studies that have attempted to correlate intrinsic and extrinsic job satisfaction to organizational citizenship behaviours have arrived at mixed findings as reported by Mohammad, Habib and Alias (2011) who found intrinsic and extrinsic job satisfaction to be significantly and positively correlated with OCB-O but not OCB-I.

A number of aspects of the work environment have been studied in the relationship between job satisfaction and organizational citizenship behaviours. In one such study leader-member exchange significantly contributed to expression of citizenship behaviour (Chovwen & Ogunsakin, 2013) which seems to agree with Somech and Ron (2007) who examined the impact of individual and organisational characteristics on teachers in elementary schools and found that perceived supervisor support positively correlated with organizational citizenship behaviours while negative feelings were negatively correlated with organizational citizenship behaviours. On the whole, school climate has been found to have a positive relation with organizational citizenship behaviours (DiPaola & Tschannen-Moran, 2001), however, contradictory findings have been provided by Chen, Hui and Sego (1998) and Randall, Cropanzano, Bormann and Birjulin (1999) who failed to find a significant correlation between job satisfaction and organizational citizenship behaviours.

1.2 Statement of the problem

The teaching profession is a demanding one with enormous implications for all the people involved in it. Ideally, schools should provide conducive working environments for teachers by ensuring attractiveness of physical facilities, keeping the right teacher pupil ratio, building effective teacher-school administration relationships and ensuring that teachers are well remunerated for their work. Schools that are able to fulfil these ideal conditions provide teachers with the motivation to engage in organizational citizen behaviours. Conditions existing in many schools negate these fundamentals and teachers have to contend with poorly equipped and overcrowded classrooms, poor pay and most probably administrators lacking in the basic skills to handle the most important human resources, the teachers. Teachers working under difficult circumstance are unlikely to demonstrate organizational citizenship behaviours. When they fail to do so a lot is at stake. Of great importance to the country is the fact that when teachers are not demonstrating organizational citizenship behaviours the students future is greatly compromised as the teachers will lack in commitment. Hence they may not prepare for their teaching well, will not serve as models and will not prepare the students for examinations which will translate into underachievement and consequently poor life outcomes. On the teachers part job satisfaction will be lacking and as a consequence and lateness, absenteeism, substance use may be observed with

health compromised. The ripple effect of this is bound to have a negative effect on the teachers'
social relationships with family members, colleagues and school administration.

Human being have a resilient nature and are bound to engage in organizational citizenship
behaviours even when working under difficult circumstances and this is why this study sought to
investigate the role played by demographic characteristics, organisational commitment and job
satisfaction in influencing teachers' Organisational Citizenship Behaviours.

1.3 Objectives

i.   To explore the extent to which teachers exhibit organizational citizenship behaviours.

ii.   To find out the relationship between demographic variables of age, gender and years
      of teaching experience and organizational citizenship behaviours organizational
      citizenship behaviours

iii. Establish the extent to which organisational commitment predicts organizational
      citizenship behaviours among teachers

iv.   Investigate the extent to which job satisfaction predicts organizational citizenship
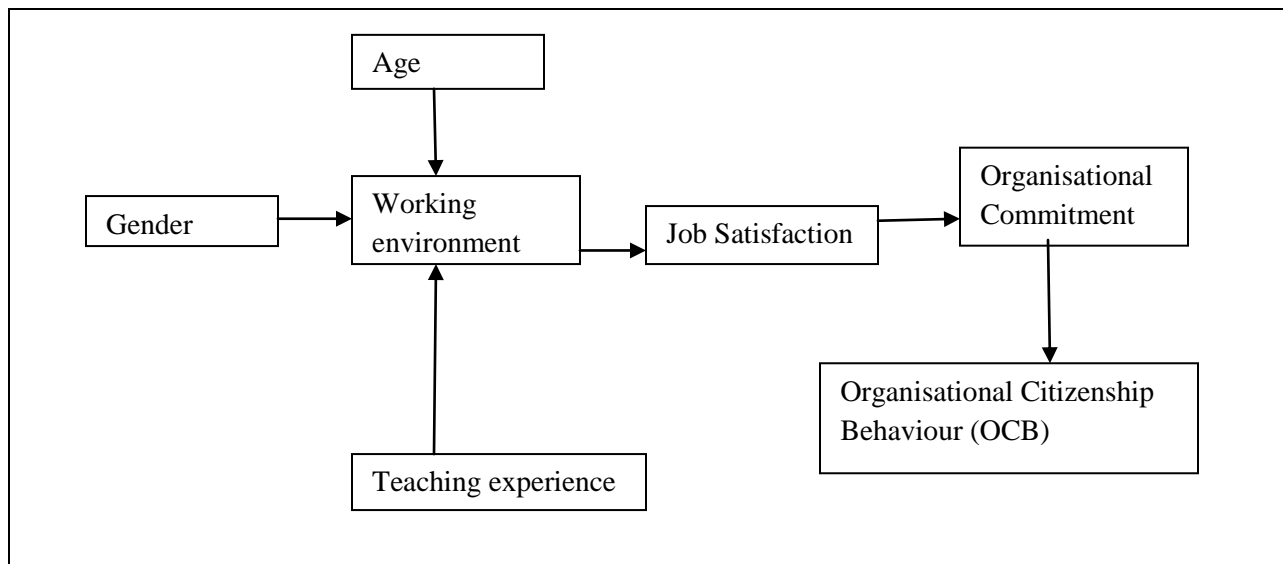   behaviours among teachers

1.4 Theoretical Framework

The relationship between organisational commitment and job satisfaction and organizational
citizenship behaviours can be best explained by the Social Exchange Theory (Organ, 1988).
Depending on the nature of the working environment, employees reciprocate accordingly such
that when certain fulfilling conditions are present in the working environment, workers behave in
an expected positive reciprocity. Workers who experience positive exchanges with the
organisation, are satisfied with their jobs and commit themselves to the organisation which leads
them to behave in ways that further the objectives of the organisation, for instance through better
performance (Cohen, 2003). The thrust of the theory is that people feel obliged to respond
positively to favourable treatment and negatively to negative treatment by others. Thus this
theory emphasises the socio-emotional link between the employee and the organisation. When
the employee feels that the organisation is able to take care of their socio-emotional needs, they
exhibit higher levels of commitment and display of organizational citizenship behaviours. To the

employee, their investment in time and effort is done in the hope of making a profit from the organisation. The implication is that if this exchange favours employees, they become satisfied with their jobs, commit themselves to the organisation and exhibit extra-role behaviours.

This theory informs the study to the extent that teachers will equally respond by demonstrating commitment to their clients the students and their employers the schools in much the same way that workers in other organizations demonstrate commitment. When provided with conducive working environments, attractive pay packages and effective school administrations they too have the potentiality of demonstrating organizational citizenship behaviours. Such teachers will go out of their way to engage in behaviours that promote their professional prowess and they will also seek to individualize teaching so that all learners benefit from the lessons. The teachers will not engage in voluntary turnover and the job satisfaction they experience will translate to positive individual and organizational outcomes.

1.5 Conceptual framework

Figure 1 Interrelationships of variables and Organisational Citizenship behaviours

The study hypothesised that teachers bring to the work place such variables as age, gender and teaching experience. The study hypothesized that the teachers' age is a factor influencing the nature of organizational citizenship behaviours they display. Gender, and years of working experienced are also associated with the demonstration of different organizational citizen

behaviours among teachers. The extent to which teachers feel that the working environment provides for their needs, they feel satisfied or dissatisfied with their job. Satisfied teachers are expected to be committed to their employer and consequently exhibit extra-role behaviours in return.

2. Study Methodology

The study was conducted among a sample of 81 primary school teachers (70.5% females and 29.5% males) taking a Bachelor of Education Degree program of Kenyatta University, Mombasa, Kenya. Data were collected using three modified scales: Job satisfaction was measured using an adapted form of the Minnesota Satisfaction Questionnaire (Short Form) (Weiss, Davis, England & Lofquist, 1967, cited in Kukukbayrak, 2010); the organizational citizenship behaviours scale was adapted from Podsakoff, MacKenzie, Moorman and Fetter (1990) while the Organisational Commitment scale (Meyer, Allen & Smith, 1993) was used to measure organisational commitment. Descriptive statistics including Pearsons' correlations, means and percentages were used to analyse data. ANOVA and regression analyses were also conducted for prediction of the influence of demographic characteristics, organisational commitment and job satisfaction on OCB.

3. Findings and Discussion

Demographic variables of study sample

The aim of this study was to find out the extent to which demographic variables, organisational commitment and job satisfaction could predict organizational citizenship behaviours. The study was carried out on a sample of 81 primary school teachers attending a degree course at Kenyatta University. The sample consisted of 23(29.5%) males and 55(70.5%) females. Twelve (14.8%) were aged below 25 years while the majority 56 (69.1%) were between the age 26-34. Ten (12.3%) were aged 35-44 while only 2 (2.5%) were 45 years and above. In terms of teaching experience, 28 (34.6%) had worked for between 1-4 years while 36 (44.4%) had a teaching experience of 5-9 years. Seventeen (21.0%) had taught for over ten years.

3.1. Extent to which OCB behaviours were displayed among the sample of teachers

The first objective of the study was to find out the extent of organizational citizenship behaviours among the sample of teachers. To understand the extent to which teachers displayed extra-role behaviours, each item was analysed independently. Teachers were asked the frequency of displaying behaviour indicated by each item and rated on a scale ranging from "Never" to "Everyday". For purposes of discussion, the two extremes of the scale were compressed to arrive at 3 levels, that is, high, average and low organizational citizenship behaviours. The results were presented in figure 2.
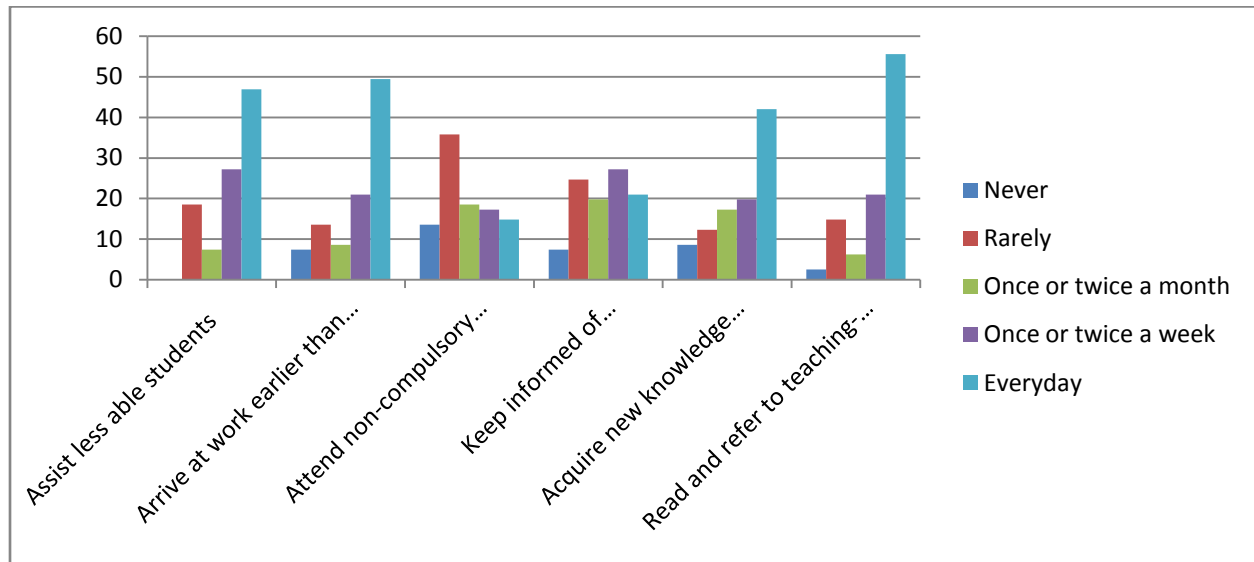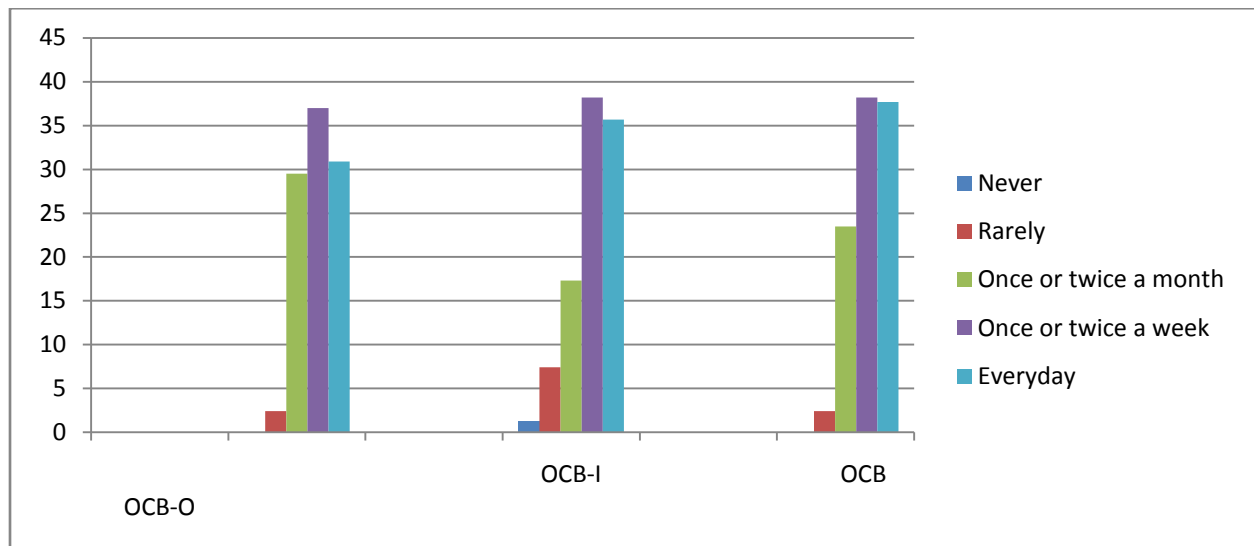

Figure 2: organizational citizenship behaviours

The findings indicate that majority of teachers displayed high OCB through reading and referring to teaching-related documents 62 (76.6%) and assisting less able students 60 (74.0%). The two organizational citizenship behaviors had the highest means (M = 4.12 and M = 4.02) respectively. Low organizational citizenship behaviours were displayed through not attending non-compulsory meetings in school 40 (49.3%) and keeping informed of educational developments 26 (32.1%). It is important to note that the highest organizational citizenship behaviours was displayed in an area directly related to the teacher (OCB-I) while the lowest concerned the organisation (OCB-O).

3.2. Extent to which teachers displayed general organizational citizenship behaviours

The study then sought to examine the extent to which teachers displayed organizational citizenship behaviours in general terms. In the initial analysis, the first three items comprised Organisational Citizenship behaviour - Organisation (OCB-O) which in this study included assisting less able students, arriving at work earlier than required and attending non-compulsory meeting in school. Organisational Citizenship Behaviour – Individual (OCB-I) includes keeping informed of educational developments, acquiring new knowledge and skills and reading and referring to teaching related documents. Organizational citizenship behaviours were then analysed as a single variable by combining the averages of all the six items. For analysis, the first two and last two items on the scale were merged so that "Never" and "Rarely" and "Once or twice a week" and "Everyday" were discussed as low and high organizational citizenship behaviours respectively. The findings were presented in figure 3.

Figure 3: General organizational citizenship behaviours

The results revealed that teachers demonstrated OCB-O every day, once a week, once a month, rarely and never were 30.9%, 337.0%, 29.5%, 2.4% and 0% respectively. The results further established that teachers display of OCB-I every day, once a week, once a month, rarely and never were 35.7%, 38.2%, and 17.3%, 7.4% and 1.2% respectively. According to the results teachers who reported general OCB every day, once a week, once a month, rarely and never were 37.7%, 38.2%, 23.5%, 2.4% and 0% respectively. In total over two-thirds 60 (75.9%) of teachers reported high organizational citizenship behaviours. This finding agrees with Farooqui

(2012) who found out that teaching was one of those high organizational citizenship behaviours demanding professions.

3.3. Extent to which demographic variables predicted organizational citizenship behaviours

The study further sought to establish the extent to which demographic variables predicted organizational citizenship behaviours. To achieve this objective, means of organizational citizenship behaviours by each of gender, age and years of teaching experience were compared for the two facets of organizational citizenship behaviours separately and as a single composite variable. The findings were presented in Table 3.

**Table 1 relationship between demographic variables and Organisational Citizenship Behaviours**

Demographic variables	OCB-O		OCB-I		OCB	
	M	SD	M	SD	M	SD
Gender						
Male	10.56	2.76	11.26	3.03	21.82	4.92
Female	10.94	2.40	11.18	2.97	22.12	4.50
Age (years)						
25 and below	10.16	1.99	11.16	2.94	21.33	4.14
26-34	11.08	2.45	11.66	2.65	22.75	4.19
35-44	9.50	3.30	8.70	3.62	18.20	5.99
45 and above	11.50	.70	11.00	.00	22.50	.70
Length of teaching						
1-4	10.60	2.11	11.32	2.51	21.92	3.60
5-9	10.83	2.62	11.22	3.03	22.05	4.91
10 and above	10.94	2.94	10.76	3.43	21.70	5.40

The findings reveal that there were marginal differences in means of OCB on grounds of gender although female teachers recorded higher general OCB. However, T-test showed no significant differences on the basis of gender. Though teachers aged 45 years and above recorded higher means in OCB-O, their counterparts aged 26-34 recorded higher means in OCB-I while those aged 35-44 years reported the highest means on overall OCB. ANOVA for the influence of age on general OCB returned significant results [$F(3,76) = 3.110$, $p<.05$] while post-hoc tests (Scheffe) show that the OCB of the age range 35-44 was significantly different (Sig. = .035, $p<.05$). Also noted was the significant influence of age on OCB-I [$F(3,76) = 3.143$, $p<.05$] with post-hoc tests revealing that the means of the age ranges 26-34 and 35-44 were significantly different and equal (Sig. = .030, $p<.05$). The findings are not surprising since the age of the majority sample range between 26-44 and their pursuit of a first degree at university could be an important factor in their display of OCB-I. Similar to age, the same trend was observed concerning the influence of years of teaching experience where teachers with experience of 5-9 years posted highest means on general OCB.

All regression equations returned insignificant findings. However, it is insightful to note that age contributed the largest percentage of OCB-O and OCB (3.2% and 1.6%) respectively. The contribution of the other two demographic factors on either facet of OCB and on overall OCB was below 0.5%. The finding concerning the significant influence of age on OCB concurs with studies in the area (Farooqui, 2012; Ozturk, 2010).

3.4. Extent to which organisational commitment predicted OCB

Another objective of the study was to find out the extent to which organisational commitment predicted OCB. It was hypothesised that teachers who were committed to their jobs would report higher OCB. In the initial analysis responses to specific items related to organisational commitment were discussed. The findings were presented in Table 4.
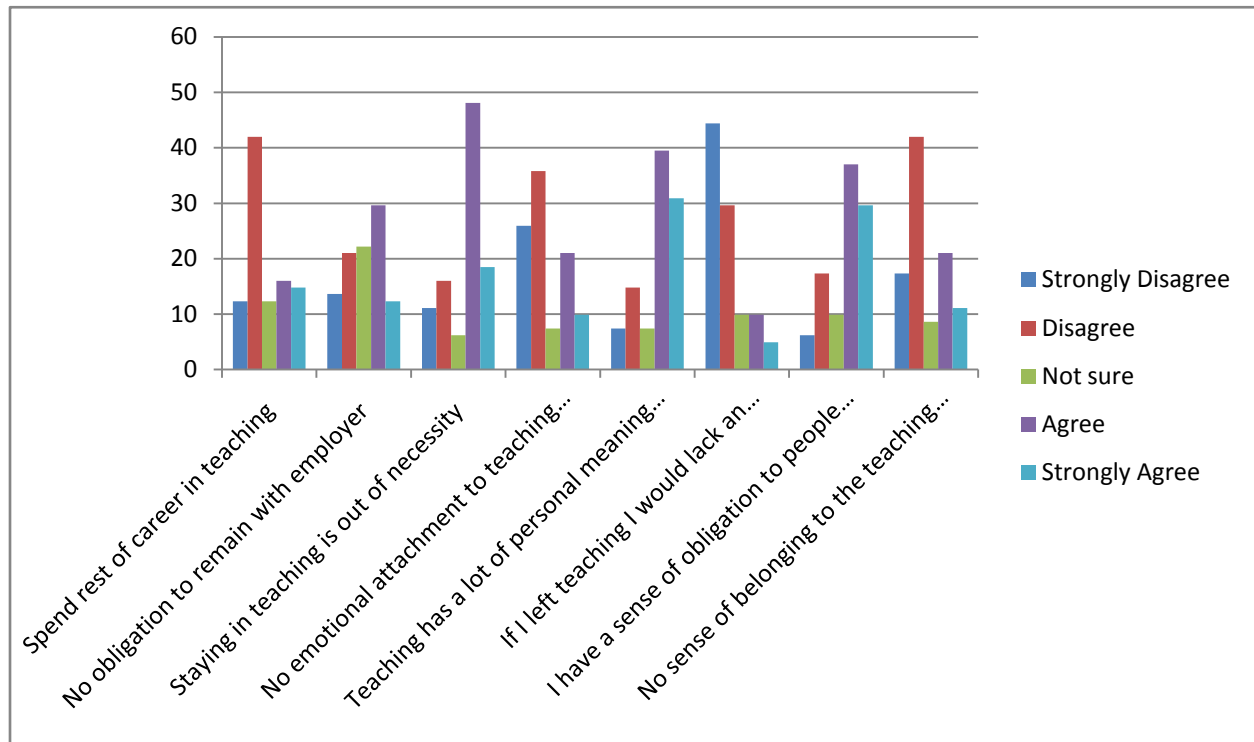
Figure 3: Role played by organisational commitment

The findings indicate that more teachers felt that teaching held personal meaning 57 (70.4%) and they felt an obligation to the people in the profession 54 (66.6%). Many teachers felt little attachment to the teaching profession and only stayed out of necessity 54 (66.6%) and felt no obligation to remain with their employer 34 (41.9%). It is therefore evident that interpersonal relationships and the personal meaning attached to the job accounted more for teachers' commitment. Noteworthy is the fact that teachers also reported that they stayed on their jobs not because they would lack an alternative if they left 60 (74%) and felt a strong sense of belonging to the profession 48 (59.3%). That strong sense of belonging can be assumed to be derived from strong interpersonal relationships in the workplace.

Three main facets of organisational commitment in the literature were used in this study in relation to OCB, that is affective, normative and continuance commitment. From the literature, it was expected that affective commitment would have a stronger correlation to OCB than continuance commitment. The means and frequencies of the three facets were analysed and

found that normative commitment recorded the highest mean (M = 9.26) followed by affective commitment and continuance commitment (M = 9.13 and 5.47) respectively.

It was also found out that male and female teachers reported almost equal means on affective commitment (M = 9.22 and M = 9.20) respectively. Male teachers reported marginally higher means on continuance commitment (M = 5.54) than female teachers (M = 5.43) while a similar trend was observed for normative commitment (M = 9.52 and M = 9.14) respectively. Teachers aged 26-34 recorded the highest means on affective commitment followed by those aged 25 years and below (M = 9.32 and M = 8.83) respectively. Teachers aged 25 and below reported the highest means on continuance commitment (M = 5.83) followed by their counterparts aged 35-44 (M= 5.40). Finally, teachers aged 25 years and below also reported the highest means on normative commitment (M = 9.66) followed by teachers aged 26-34 (M = 9.40). Concerning teaching experience, teachers who had worked for 5-9 years reported means of 9.25 on affective commitment followed by those with 10 and more years experience (M = 9.06). Those with 1-4 years experience reported higher means both on continuance and normative commitment (M = 5.89 and 9.64) respectively.

Both continuance and normative commitment had weak negative correlations with OCB-I while affective commitment had a weak but positive correlation (r = -.099, r = -.053 and r = .039) respectively. Continuance commitment had a negative and significant correlation with OCB-O and also showed the highest variance in OCB-O (r = -.209, R square = .043). Affective and normative commitment had weak positive correlations with OCB-O. Though regression analysis showed no significant contribution of any of the facets on OCB, crosstabs reveal that of the teachers who reported low affective commitment, only 5 (6.3%) also reported high OCB compared to 22 (27.8%) who reported high affective commitment. Continuance commitment accounted for the OCB of 11 (13.7%) teachers while normative commitment accounted for the OCB of 28 (35%) of the sample. While affective and normative commitment had positive though weak correlations with OCB (r = .062 and r = .043) respectively, continuance commitment had a weak and negative correlation with OCB (-.177). The implication is that higher affective and normative commitment is related to higher OCB and that continuance commitment is a risk factor for the display of extra-role behaviours. The implication is that teachers in this sample

display OCB because they have no choice. As cited in other studies, this is due to the high costs associated with leaving the teaching profession. The finding concerning the influence of continuance commitment supports the social exchange theory where employees do not perceive the organisation as investing in them and consequently do not find need to reciprocate. This finding provides empirical support for other studies in the area (Allen & Meyer, 1996; Cohen & Keren, 2008; Gautam et al., 2005; Johnson & Chang, 2006; Moorman, Niehoff & Organ, 1993) who found out that continuance commitment was negatively correlated with and least predicted OCB.

3.5. The extent to which job satisfaction predicted OCB

The final objective of this study was to find out the extent to which job satisfaction predicted OCB. To achieve this objective, the descriptive findings of each item were analysed and the results presented in figure 4.
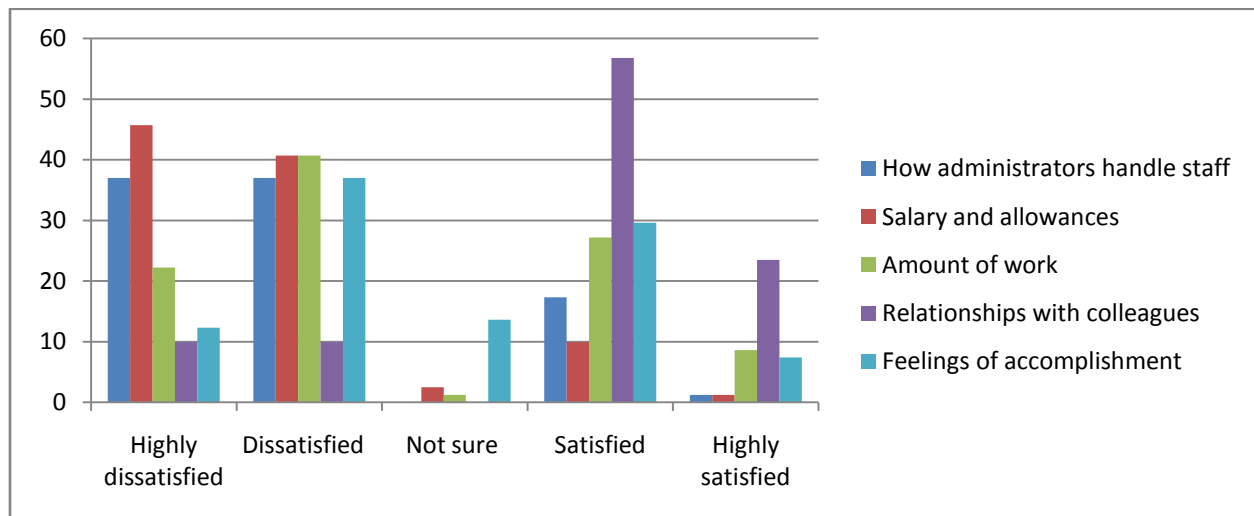
Figure 4 Role of job satisfaction in predicting organizational citizenship behaviours

Findings in Table 5 reveal that the largest sources of dissatisfaction were salary and how administrators handled staff (86.4% and 74.0%) respectively. Majority of teachers derived job satisfaction through relationships with colleagues 65 (80.3%). Further regression analysis revealed no significant contribution of job satisfaction on OCB-O, OCB-I and OCB. Analysis however revealed weak positive correlations between the variables (r = .163 and r = .128) respectively. Cross tabulation of job satisfaction against OCB returned interesting findings. Of

the teachers who were highly dissatisfied and dissatisfied with their jobs, 5 (6.2%) reported high OCB compared to 34 (41.9%) who reported satisfaction with their jobs. This shows that the higher the teachers' job satisfaction, the higher the likelihood of displaying OCB. Failure to find any significant relationships between job satisfaction and OCB agrees with the findings of Chen et al., (1998) and Randall et al., (1999) who failed to find a significant correlation between job satisfaction and OCB.

4. Conclusion

In conclusion, teachers displayed both OCB-I and OCB-O and thus engaged in behaviours that enhanced their professionalism as well as demonstrating loyalty to their schools. More teachers displayed OCB-I than OCB-O. More females than males reported demonstrating general OCB, Older teachers (those over 45years of age) reported higher OCB-O while younger teachers (26-34) reported higher demonstration OCB-I while those aged between 35-44 reported higher of OCB general . More teachers felt that teaching held a personal meaning feeling obligated to the students they were teaching but there were those who felt little attachment to the profession. Due to poor remuneration majority of teachers felt that with a choice they would leave the profession. The study did not find any gender difference with regard to affective commitment to the job while a slightly more percentage of male teachers reported a higher continuance commitment. Age was found to be a factor related to normative commitment with teachers in the age bracket 26-34 recording higher means in affective commitment than older teachers while the younger ones recorded higher means in continuance commitment. Most teachers reported dissatisfaction with pay and the way they were handled by school administrators. The study reported a positive relationship between teachers' job satisfaction and the possibility that they would display OCB.

4.1 Recommendations

 Based on the study finding and the conclusions drawn, this study recommends that school administrators should also endeavour to take measures to improve the existing teachers' job satisfaction and organisational commitment. This can be done by improving interpersonal relations between administrators and teachers in schools. Secondly, teachers' employer should also endeavour to improve teachers' organisational commitment by instituting good remuneration packages for teachers since it was found that poor remuneration was one the highest predictors of

job dissatisfaction. This means that teachers do not perceive their employer as investing adequately in them and they see no need to reciprocate through OCB. In addition to this, school administrators and teachers' employer should also strive to improve teachers' working environments so as to create conducive work environment which is related not only to OCB but also to teacher retention. School managers are encouraged to espouse leadership qualities that nurture organizational citizen behaviours among teachers. These have been identified as instrumental leadership which ensure that workers are clear about what their jobs entail. The study further recommends that the government takes school administrators through leadership courses where they are equipped with leadership characteristics that nurture OCB among teachers which have been identified as supportive and transformative behaviours which are geared towards concern for workers as well as motivation and inspiration as well as realistic expectations Organ et al., (2006).

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