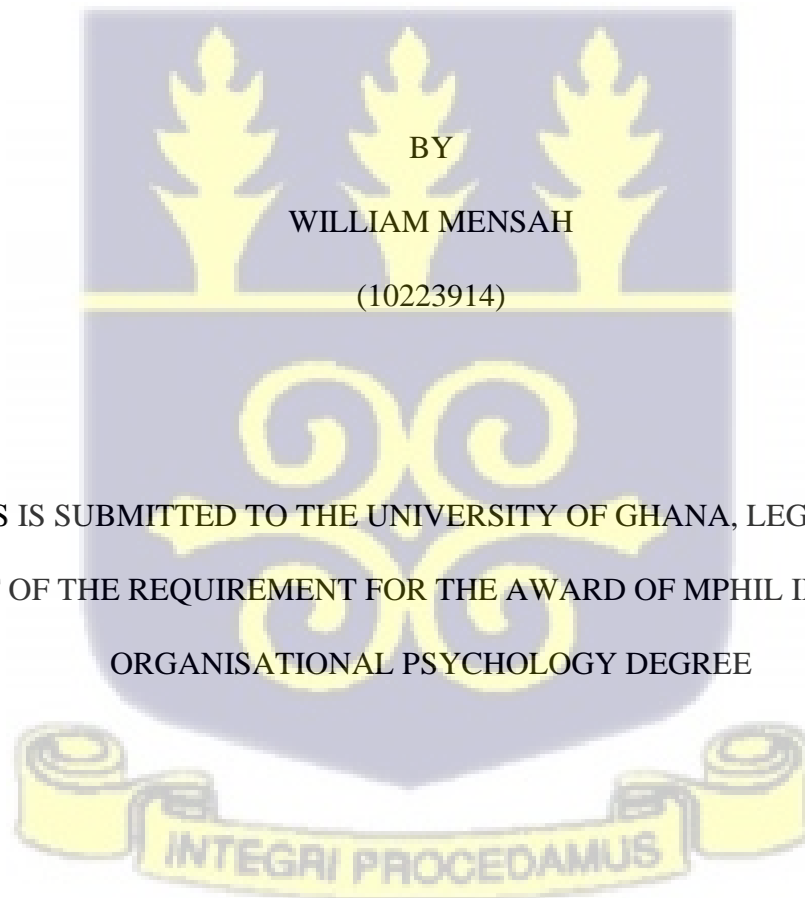


UNIVERSITY OF GHANA

COLLEGE OF HUMANITIES SCHOOL OF SOCIAL SCIENCES DEPARTMENT OF PSYCHOLOGY

Topic:

ORGANISATIONAL CITIZENSHIP BEHAVIOUR, PERCEIVED ORGANISATIONAL
JUSTICE, AND ORGANISATIONAL COMMITMENT AMONG TEACHERS

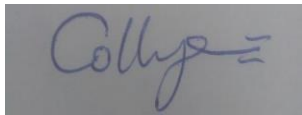


THIS THESIS IS SUBMITTED TO THE UNIVERSITY OF GHANA, LEGON IN PARTIAL
FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF MPHIL INDUSTRIAL AND
ORGANISATIONAL PSYCHOLOGY DEGREE

NOVEMBER, 2020

DECLARATION

I, William Mensah, hereby declare that this work is original, carried out by me and no part of it has ever been submitted in part or in whole for any academic qualification. All materials and related studies have been duly acknowledged and referenced. The research was conducted under the supervision and guidance of Dr. Maxwell Asumeng and Dr. Inusah Abdul – Nasiru in the Department of Psychology at the University of Ghana.

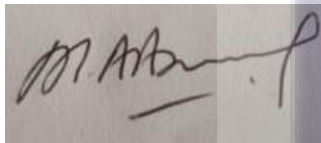


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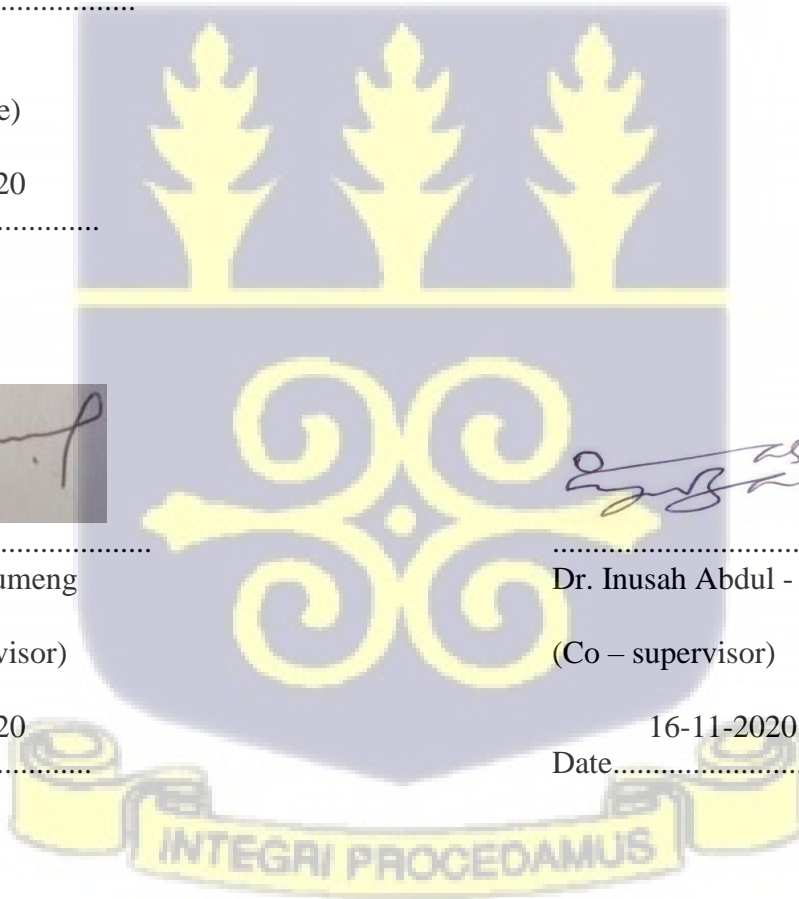
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16-11-2020
Date.....



I dedicate this thesis to my beloved wife, Evelyn Nkrumah – Sem (Mrs), and my wonderful children: Nana Ama Aso Nyamekye Mensah, Barima Papa Kwasi Opoku Mensah, and Owura Kwadwo Owusu Sekyere Mensah, for their care, support and understanding throughout my studies.

Also, I dedicate this work to my dear mother, Juliana Senya and my sweet aunt, Helena Senya for their love and support. I am so grateful.



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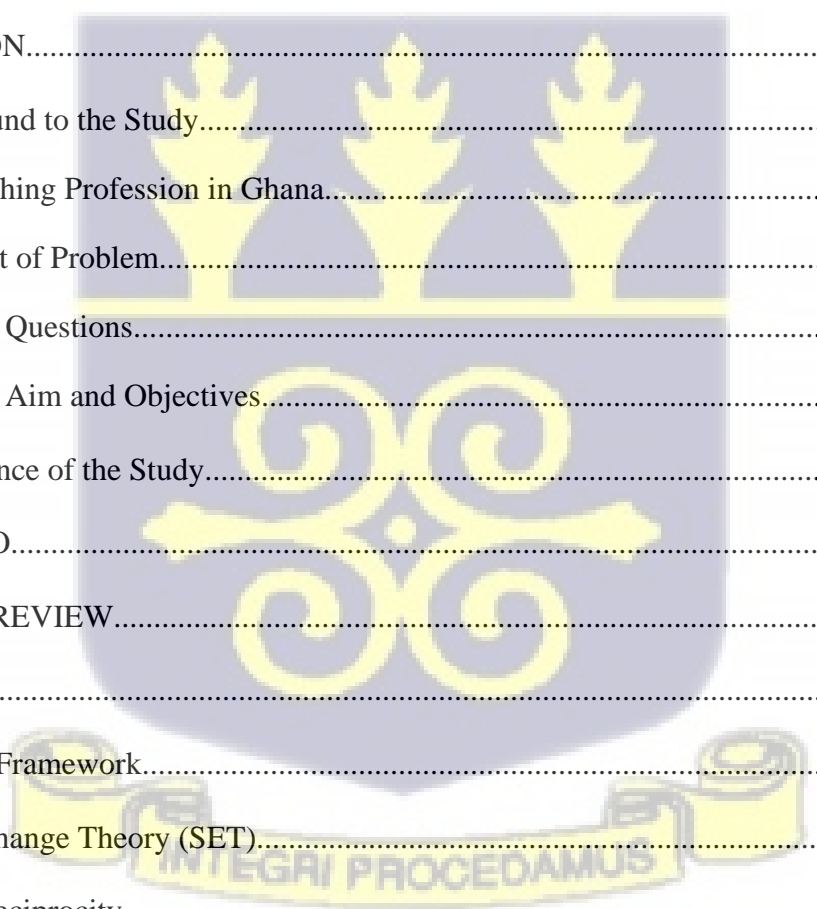
Finally, I am grateful to my course mates for the many insightful and challenging discussions during lectures and group discussions.

Thank you.



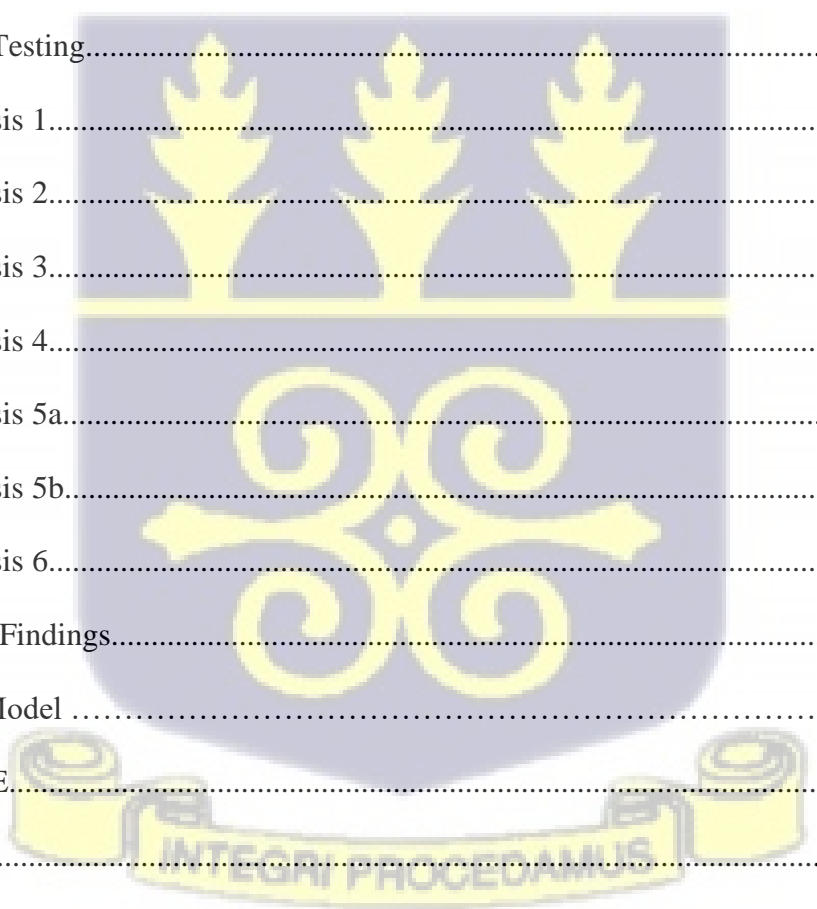
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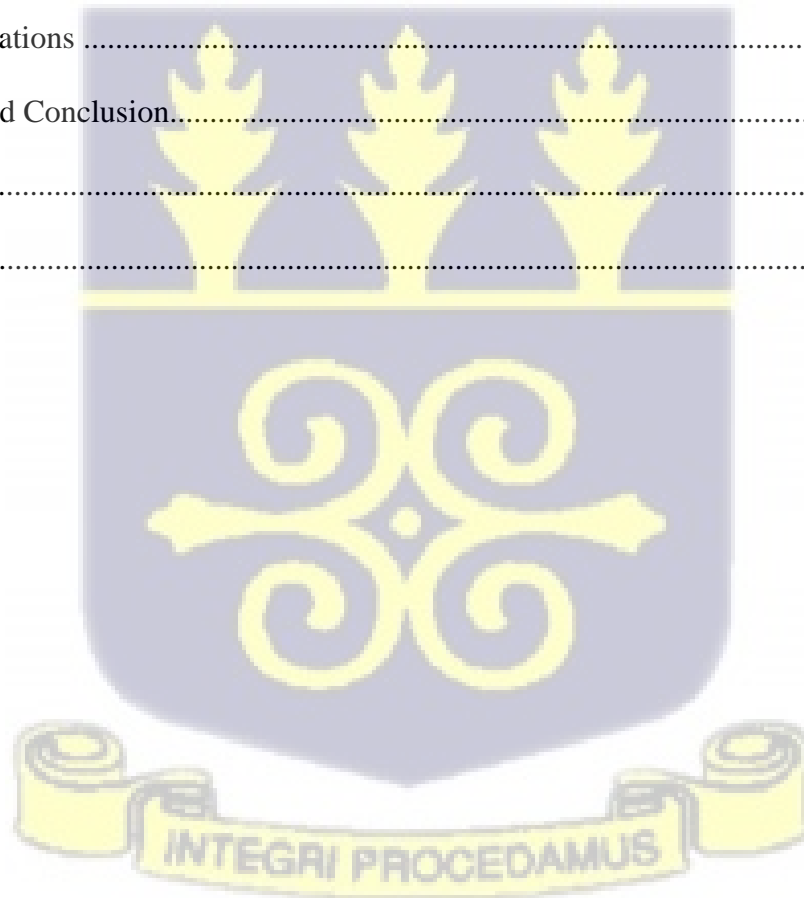


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ABBREVIATIONS

OCB – organisational citizenship behaviour

POJ – perceived organisational justice

OC – organisational commitment

IJ – interactional justice

DJ – distributive justice

PJ – procedural justice

EOR – Employee – organisation relationship

OCBS – organisational citizenship behaviour scale

OJS – organisational justice scale

OCS – organisational commitment scale

TCM – three-component model

SET – social exchange theory

I/O – Industrial and Organisational

SPSS – Statistical Package for the Social Sciences

JHS – Junior high school

SHS – senior high school

GES – Ghana Education Service

MoE – ministry of education

BECE – Basic Education Certificate Examination

WASSCE – West African Secondary School Certificate Examination

LMX – Leader – Member Exchange



This study was conducted to examine the relationships between organisational citizenship behaviour (OCB), perceived organisational justice (POJ), and organisational commitment (OC) among teachers in public basic and secondary schools in the Offinso South Municipality in Ghana. The research also investigated the mediation effect of OC, as well as the moderation influence of tenure and gender respectively, on the POJ – OCB relationship. A cross - sectional survey research design was employed to collect data from 492 teachers (Males = 285; Females = 207), who were sampled through both probability and non – probability sampling techniques. Adapted versions of Organisational Citizenship Behaviour Scale (OCBS) developed by Podsakoff, MacKenzie, Moorman, and Fetter (1990), Organisational Justice Scale (OJS) developed by Niehoff and Moorman (1993), and Organisational Commitment Scale (OCS) developed by Meyer and Allen (1997) were used for data collection. Statistical Package for the Social Sciences (SPSS) was used to perform regression analyses on the data to test the various hypotheses. Findings from the study indicated that POJ positively and significantly predict OCB. Also, interactional justice was found to be the best predictor of OCB. Again, a significant positive relationship was found between POJ and OC. However, OC did not mediate the relationship between POJ and OCB. Likewise, the moderation effects of tenure, and gender respectively, on the POJ – OCB relationship was not supported in the model. The findings suggest that perceived organisational justice directly predict organisational citizenship behaviour among teachers. Contributions and implications of the study for both managerial practices and future research are also discussed in this report.



INTRODUCTION

1.1 BACKGROUND OF THE STUDY

To survive in this contemporary highly competitive business environment, employees are expected to go beyond their core mandates in the organisation. Organisational citizenship behaviour is the common name for this phenomenon. Employees' involvement in extracurricular activities outside of their job descriptions (core mandate) within the organisation is known as organisational citizenship behaviour (OCB). According to Organ (1988), organisational citizenship behaviour (OCB) is defined as work – related behaviours that are discretionary, not related to the formal organisational reward system, and, in aggregate, promote the effective functioning of the organisation. To contextualise Organ's (1988) definition for this current study, OCB refers to teachers' work behaviours that are voluntary, not tied to a formal reward structure, and that, in the end, help the school run smoothly. It has been studied by a lot of researchers in the past few decades. OCB is significant in the performance and survival of organisations, and has therefore been comprehensively researched and examined in organisational behaviour (Bahrami et al., 2014).

Though widely studied, the literature indicates that OCB research among teachers and in educational setting is scanty. Jimmieson, Hannam and Yeo (2010) opined that though the topic of OCB in the teaching context is important, it has received minimal attention in terms of research. They further argued that since teachers have fairly high levels of professional autonomy, their scope for engaging in Extra – role behaviours towards both individuals and the school is likely to be quite wide, in spite of the fact that in – role requirements are rigidly prescribed, such as following set curricula and timetables. It is therefore recommended that the nature of OCB is well researched and encouraged among teachers. Even in the relatively little work of OCB done among teachers (in comparison with OCB among other professions such as bankers and factory workers), OCB has

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been found to have relationship with other job and individual outcomes. For example, Bogler and Somech (2014) noted that the successful execution of in – role duties is essential, but not enough for teachers’ overall success; their performance of OCB is indispensable for the success of students and the school. Jimmieson et al. (2010) reported that teachers OCB is significantly related to their job efficacy. Also, Oplatka (2009) looked into the effects of teacher OCB on several stakeholders, including teachers, students, and the school. He discovered that teachers who perform extra-role, non-obligatory, and unpaid tasks and activities in the classroom believe they have a positive impact on themselves (e.g., higher job satisfaction), their students (e.g., higher student achievement), and the school (e.g., improved school discipline and school image).

In African, just a hand full of research has investigated the relationship between OCB and other constructs among teachers. Mahembe, Engelbrecht, and Dannhauser (2016) investigated the relationships between school team effectiveness, affective commitment, OCB, and servant leadership. They used 288 teachers from 38 schools in the Western Cape Province of South Africa as the study sample. They found that OCB is positively linked to team effectiveness, affective commitment, and servant leadership. One of the justifications for their research was that despite the expanding number of studies on team effectiveness and the role of servant leadership, no research on the links between servant leadership, affective team commitment, organisational citizenship behaviour, and team performance in a South African educational setting could be found (Mahembe et al., 2016).

Several antecedent factors of OCB have been identified and investigated, and have been found to correlate well with OCB, or predict it. Thus, researchers agree on the importance of OCB, and therefore invest more resources into examining various variables that may have relationships with it in one way or another. This brings to fore the important assertion by Badu and Asumeng (2013) that “OCB does not happen in a vacuum” (p. 144); it has several antecedents, as well as some

outcomes. Based on Blau's (1964) and Homans' (1961) social exchange theory and the equity theory (Adam, 1965), perceived organisational justice (POJ) and organisational commitment (OC) have been found to predict positive behaviour (Pare & Tremblay, 2007). However, the composite function of perceived organisational justice (POJ) and its dimensions, organisational commitment (OC) and OCB have not been combined in a study yet. According to Alzayed, Jauhar, and Mohaidin (2017), Organ and Ryan (1995) reviewed fifty-five studies and concluded that among the different variables studied, organisational justice and affective organisational commitment are major determinants of organisational citizenship behaviour. POJ has been found to be a dominant predictor of OCB (Ahmadi et al., 2011; Muhammad, 2014; Zaitouni, 2016). Rego and Cunha (2010) also opine that there are empirical and theoretical evidence that suggest that justice and organisational citizenship behaviour (OCB), as well as the link between them, are not culture free. Thus, the influence of POJ and OC on OCB exists in almost every culture.

Likewise, demographic variables have also been found to have significant relationships with OCB. For example, Rowe (1988) found a relationship between OCB and tenure. Also, Uçanok (2009) noted that tenure is important in aiding the understanding of the dynamics underlying OCB behaviours and developing organisational strategies. Furthermore, Ng and Feldman (2010) in a meta – analysis reported that tenure predicts OCB, at least in the first three years of employment. However, there are some research that found no significant relationship between tenure and OCB (e.g., Agyemang, 2013; Meyer & Allen, 1984). Also, gender, according to Organ and Ryan (1995), is a valid inclusion in any OCB prediction model. Furthermore, they argue that females are more likely to perform various types of OCB. From this background, the current study sought to examine the influence of POJ, OC, tenure, and gender on OCB.

Perceived Organisational Justice (POJ) is defined by Beugre (1998) as “employees’ perception of fairness in social and economic interactions within the organisation.” POJ, according to Moorman

(1991), has to do with employees' perception of how they have been treated fairly on the job and how these characteristics influence other work – related variables. POJ plays a key role in promoting OCB (Organ, 1988). Based on theories such as the equity theory (Adams, 1965; Organ & Moorman, 1993; Konovsky & Pugh, 1994), and the social exchange theory (Blau, 1964; Homans, 1961), three dimensions or components of POJ – distributive justice (DJ), procedural justice (PJ), and interactional justice (IJ) – have been identified and studied, and they are the most widely used dimensions in research (Cropanzano et al., 2016; Greenberg & Lind, 2000). Recent works on these dimensions, which are still consonant with earlier works on same, indicate that: (1) DJ refers to the fairness of outcomes (Törnblom & Kazemi, 2015), including salary, wages, and bonuses; (2) PJ refers to fairness in the decision – making processes (Bobocel & Gosse, 2015); and (3) IJ refers to interpersonal treatment received (Bies, 2005). Though these three dimensions of perceived organisational justice are correlated, they are empirically distinct and account for unique incremental variance (Cohen – Charash & Spector, 2001; Colquitt et al., 2001). Colquitt et al. (2001), for example, found that OCB and organisational commitment are predicted by interactional justice, procedural justice and distributive justice.

Organisational commitment (OC) is defined as a psychological relationship between organisation and employees; decreasing turnover in the organisation (Allen & Meyer, 1990; Meyer & Allen, 1991). Allen and Meyer (1990) and Meyer and Allen (1991) proposed a three – component model (TCM) of organisational commitment. They opined that commitment can take multiple forms, affective, continuance, and normative; each characterised by a different psychological state or mindset. Researchers have found organisational commitment as a key predictor of OCB (Meyer, Stanly, Herscovitch, & Topolnytsky, 2002). However, the aggregate or composite mediating effect of all the three dimensions of OC on the link between POJ and OCB in the global literature is scanty. Rezaiean et al. (2010) found that organisational commitment mediated the relationship between POJ and OCB in their model.

OCB has been fairly researched in Africa. Most of these studies were conducted in industrial, healthcare, banking and other corporate setting (e.g., Chelagat, Kiprop & Kemboi, 2015; Coxen et al., 2016; Gabriel, 2015; Mitonga – Monga et al., 2017; Mpinganjira, 2016; Okurame, 2012; Parumasur & Govender, 2016). However, very few studies were found to have been conducted among teachers and in educational setting, usually among university lecturers and staff (e.g., Dinka, 2018; Kagaari & Munene, 2007).

Moreover, these three psychological constructs (OCB, OC, and POJ) have not been adequately explored in the Ghanaian context. The few studies that have been done focused on the banking sector, service sector, industrial settings, and tertiary institutions (e.g., Abasimi, Atindanbila, & Kwakye-Nuako, 2014; Badu & Asumeng, 2013; Gyekye & Haybatollahi, 2014; Haybatollahi & Gyekye, 2015). Gyekye and Haybatollahi (2014), for example, investigated the extent to which age and job satisfaction levels predict OCB among industrial workers in Ghana. Also, Badu and Asumeng's (2013) study of investigating the effect of POJ on OCB was done among sample selected from insurance companies in Ghana (Accra and Tema). Again, Haybatollahi and Gyekye (2015) studied the influence of national cultural values on OCB among Ghanaian and Finish industrial workers. One of the few studies involving the OCB construct done among teachers in Ghana is Atatsi et al. (2019). They investigated leader – member exchange, organisational citizenship behaviours and performance of Ghana Technical University lecturers. The dynamics of OCB in Basic and secondary educational settings in Ghana (teachers in basic and secondary schools) are yet to be explored. The same situation even exists globally. Thus, Dipaola and Tschannen – Moran (2001) and Oplatka (2006) contend that only a few number of research have investigated the role of OCB in school setting despite the fact that it is a common indicator of performance in organisations.

This current study therefore investigated the predictive influence of perceived organisational justice, and its dimensions, and organisational commitment, as well as gender and tenure on OCB among teachers in basic and secondary schools in Ghana. The research also examined the mediating effect of OC on POJ – OCB relationship. Furthermore, it explored the moderation effect of two demographic variables: gender and tenure, on the POJ – OCB relationship.

The significant roles that OCB plays in the success story of organisations have been recognised by many researchers (e.g., Badu & Asumeng, 2013; Chen et al., 1998; Dartey-Baah et al., 2019; Karambayya, 1989). OCB research is therefore essential for effective productivity in many organisations including educational institutions. George and Brief (1992), for example, argue that OCB is very essential in schools because the school setting cannot anticipate through formally in – role job descriptions every behaviour needed for achieving goals.

Furthermore, Miller (2002) contends that educational systems are undergoing reorganisation which would require schools to operate in a more competitive and complex environment. Also, according to Belogolovsky and Somech (2010), schools rely on teachers who are devoted to the school's goals and values, and who are more inclined to do more and beyond their core mandate to contribute to the school's overall success. This backs up Organ's (1988) claim that an organisation's effective functioning is dependent on employees' activities that go beyond their formal job descriptions.

Also, POJ and OC have been studied across Africa as a whole and in Ghanaian context in particular. POJ has been found to predict individual and organisational outcomes within educational and non – educational setting (e.g., Abasimi et al., 2012; Aboagye, 2015; Addai et al., 2018; Gyekye & Haybatollahi, 2014; Larbi, 2014; Ledimo, 2015; van Vuuren et al., 2016). Ledimo (2015), for example, examined factors affecting workers' perceptions of organisational justice in a South African government department. Also, Abasimi et al. (2012) investigated how perception of

procedural justice relates to organisational commitment of survivors of lay offs from Ghanaian companies. Furthermore, OC has also been studied extensively in Africa in general and in Ghana in particular. Asiedu et al. (2014) examined the impact of organisational commitment and OCB on the performance of employees in selected banks in Ghana. Also, Kumasey et al. (2016) investigated the relationship between code of ethics and OC in public service organisations in Ghana. Furthermore, Abdul-Nasiru et al. (2014) examined commitment of workers in the civil / public service of Ghana. Likewise, Akintayo (2010) examined the effect of Nigerian industrial workers' work – family role conflict on their organisational commitment. Lastly, Abdul-Samad et al. (2019) studied the relationship between organisational citizenship behaviour and organisational commitment among employees in selected public universities in Ghana. All these studies found significant relationships between POJ, OC, and OCB as well as the other constructs studied respectively.

1.2 The Teaching Profession in Ghana

Ghana now uses the "2-6-3-3-4" education system, which is divided into three levels: basic education, secondary school, and tertiary education (Ntim, 2017). Pupils spend two years in kindergarten, six years in primary school, and three years in junior high school (JHS). This adds up to eleven years of free compulsory basic education for children in Ghana. They would then go on to have three years second cycle education (SHS), and then four years tertiary education.

Teachers play important roles in realising constructive changes in improving students' academic performance (Darling – Hammond & Sykes, 1999; Sanders & Horn, 1998; Wenglinsky, 2000). This has been the situation since the first Western Formal Education was introduced in Ghana by the Portuguese in 1471. The Portuguese were the first to introduced "castle schools" in Ghana (then Gold Coast) (Hilliard, 1957). Later, some Western European merchants – the Danes, the Dutch, and the English – joined and opened more castle schools (McWilliam, 1959). Ntim (2017) argued that the castle schools were for the privileged few. The Christian missionaries (Roman Catholic, Basel,

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Wesleyan, & Bremen missions), and later the British colonial government extended formal education to many Ghanaians. This naturally called for the need for professional trained teachers (Amponsah, 2020; Ntim, 2019).

According to Amponsah (2020), teacher education in Ghana dates back to the pre-colonial period when the Basel Mission started training teachers. Formal arrangement for training teachers in Ghana started in 1863 in Akropong by the Basel mission (Ntim, 2017). Later, other colleges were established at Abetifi, Bla, Accra, Aburi, and Kumasi, respectively, to train teachers. Many other teacher training colleges have been established since independence in 1957. Initially, teacher training took two years, but was later extended. Some teachers were trained for Teachers' Certificate "A", the duration of which was four years. Others too studied for two years to qualify for the award of Teacher Certificate "B" (Amponsah, 2020; Ntim, 2017). Despite these professional training and certification for teachers, the problem of the presence of nonprofessional teachers persisted until late 1980's when all unprofessional teachers were laid off as part of the 1987 educational reform (Ntim, 2017). Professional training for teachers was however upgraded from Certificate "A" to a three – year Diploma in 2004; the first batch graduating in 2007. Professor Mohammed Salifu, the Executive Secretary of Ghana's National Council for Tertiary Education, stated in a speech in April 2020 that Ghana's 46 public colleges of education have been offering a new Bachelor of Education (B.Ed). Since 2018, teacher education has been carefully designed to ensure that it produces skilled, knowledgeable, and motivated Ghanaian teachers who meet the National Teacher's Standards (NTS). Besides Bachelor of Education (B.Ed) in any field of study, there are specialised courses of study designed to meet specific levels of education, such as basic and junior high schools. For example, there is Diploma in Education as well as Bachelor of Education (B.Ed) in: Early Childhood Education, Upper Primary Education, and Junior High School Education offered in almost all the colleges of education.

The training of teachers in colleges of education involves both course work (subject matter content) and teaching practice. The course work for teacher trainees is designed for trainees to take courses such as Curriculum development, Philosophy of Education, History of Education and Educational Development in Ghana, Psychology, Measurement and Evaluation, and Teaching Methods (Methodology) among others. In addition to these courses, the trainee selects and takes specialised area course such as Mathematics, English Language, Integrated Science, Physical Education, Home Economics, and Technology Education among others. On the other hand, the teaching practice is divided into two: on – campus teaching practice and off – campus teaching practice. The trainees engage in rigorous peer teaching called on – campus teaching practice. Here, the trainees teach their peers while the lecturer observes and gives comments for improvement. The off – campus training practice is designed to send the teacher trainee out to a school to teach. Here, the trainee is put under the mentorship of a well experienced professional teacher who would mentor them and guide them learn the teaching profession, practically. Off – campus teaching practice is usually one academic semester or one academic year long. In addition to the mentors’ observations and guidance, lecturers (supervisors) from the colleges of education visit the teacher trainees to observe and assess their work and progress. After graduating from the colleges of education, the teacher must write and pass a licensing examination conducted by National Teaching Council (NTC) before they can be employed by Ghana Education Service (GES).

Today, professional teachers in public basic and secondary schools have professional qualifications ranging from Teachers’ Certificate “A” to Bachelors in Education (B.Ed.), and Master’s Degree in Education. However, there are a few nonprofessional teachers who have minimum of Bachelor’s Degree in relevant fields of study in the system.

Teaching is one of the oldest professions in Ghana. Today, it is the Ghana Education Service (GES) which employs teachers into the teaching profession. Teachers employed by GES in public basic

and secondary schools are paid by the government of Ghana. Besides the salaries, teachers also receive some allowances for additional roles that may be officially assigned to them in line of duty. For example, Form and House masters / mistresses receive allowances for playing such roles. Furthermore, it is the responsibility of GES to implement and monitor the progress of all educational policies and reforms in Ghana.

The primary responsibility of the teacher is to teach and train the pupils / students in the classroom. Thus, once employed, the primary role of the teacher in the school is to ensure the progress of teaching and learning for a better and improved students' teaching and learning outcomes. In addition to this, some teachers are assigned additional responsibilities, such as Form Master / Mistress, House Master / Mistress, Head of Department, Senior House Master / Mistress, and etc. These additional responsibilities are captured in the formal reward system and therefore do not constitute organisational citizenship behaviour. Thus, additional responsibilities officially assigned to teachers in the school that are captured in the formal reward system (i.e., salaries, bonuses, allowances) and are actually paid for by management (or government in case of public schools) do not constitute OCB. This further implies that these additional responsibilities become part of the teacher's core mandate the moment it is assigned to them. Teachers' OCB would then refer to extra – role behaviours not covered by the formal reward system for the teacher who performed it. For example, it is the core mandate of house parents (House Masters / mistresses) to discharge parental or domestic responsibilities towards the house and the students assigned into the house of which they are put as house master / mistress. Specifically, the house masters / mistresses are responsible to ensuring that when a student falls sick in the dormitory, the latter is given the needed first aid, and then taken to the hospital. This is one of the core mandates of a house master / mistress, and the performances of such do not constitute organisational citizenship behaviour. However, if another teacher who is not a house master / mistress performs this task in the absence of the house master / mistress or as a matter of necessity, it constitutes organisational citizenship behaviour. This form of

OCB in the school setting includes stepping in to teach a colleague's lesson when they are absent, with or without prior arrangement. Apart from this form of OCB in the school setting, there are other additional responsibilities that teachers perform which are not captured in the formal reward system, and therefore constitute OCB. Examples of these extra – role behaviours include girl – child coordinators, and patrons of clubs and associations (e.g., writers and debaters' club, drama club, SRC, and etc). Furthermore, teachers' OCB can also be defined using the element of “voluntary” performance in Lambert's (2006) definition of OCB, as well as the element of “discretionary” performance in Organ's (1988) definition. In the two forms of OCB mentioned above, besides the fact that they are not captured in the formal reward system, the performances are also voluntary or discretionary. Thus, two forms of OCB exist in the basic and secondary school setting: (1) stepping – in (teachers stepping in to perform a colleague's duty when the latter is absent or unavailable), and (2) unpaid – responsibilities (officially or unofficially assigned responsibilities that are outside the formal reward system).

All major decisions, policies, rule and regulations, ethics, syllabus, and curriculum are formulated by GES and the Ministry of Education (MoE). The role of the head-teachers and the supervisors is to see to it that these are implemented. Thus, distributions of resources, procedures for work, and decisions making processes are largely not in the hands of the head-teachers and supervisors in the schools. They are largely in the hands of GES and MoE. However, the interactions between the head-teachers (or the supervisors) and the classroom teachers have major effect on work outcomes. Besides the many challenges associated with the teaching profession in Ghana that affect overall output and work outcomes negatively, teachers' perceptions of the fairness or otherwise of these distributions, procedures, and interactions affect their participation in extra – role activities not covered by the formal reward scheme. It may affect their commitment levels as well. It is therefore important that these dynamics and mechanisms are investigated empirically.

1.3 Statement of Problem

Government, parents, and other stakeholders of education in Ghana often complain about the quality of education in the country. Often times, when students fail in examinations (e.g., BECE and WASSCE), or fail to live up to high moral and ethical standards, the blame is laid on the teacher. Management, parents, and other educational stakeholders, according to Amponsah (2020), blame tutors for poor learning and teaching outcomes. The consensus solution proposed has always been that teachers need to go extra mile in developing and training their students. Thus, extra-role activities by teachers are necessary for students' academic success and moral training. Somech and Ron (2007) postulated that, unlike many other organisational settings, school success is based on teachers' willingness to go above and beyond their core mandate in order to achieve the objectives and goals of the school. However, the problem is that it appears extra-role performance (OCB) among teachers has declined (Belogolovsky & Somech, 2010), and continued to decrease particularly in the second decade of the 21st Century. This problem needs to be tackled by encouraging OCB among teachers. How can this be done? The answer is that the predictors of OCB among teachers and the dynamics underpinning their functions need to be researched, and the findings made known to the stakeholders of education and schools for effective and efficient organisational function and performance. Hence, there was the need for this study.

Perceived organisational justice (POJ) (Badu & Asumeng, 2013) and organisational commitment (OC) (Paré & Tremblay, 2007) have been found to be key predictors of OCB in many research contexts and populations. According to Alzayed et al. (2017), the effect of POJ on OCB has been well researched as an overall relationship. Nonetheless, they argue further that there is paucity of research on the impact of organisational justice dimensions on OCB when affective organisational commitment is used as a mediator. Likewise, the literature on OCB, as well as its antecedents show that the effect of perceived organisational justice (POJ), and its dimensions on OCB via the composite function of organisational commitment (OC) as a mediator is lacking, especially in

African, and particularly in Ghana. Also, the moderating impact of demographic variables on the predictive link among POJ and OCB is scanty in the global literature, and almost non-existing in the Ghanaian context.

As indicated above, researchers and practitioners alike have recognised a decline in teachers' participation in OCB. This, in part, can be attributed to the fact that teachers' extra-role activities (going the extra mile) are seen by stakeholders – parents, head-teachers, education officers, and students – as part of the “core responsibilities” that teachers have to perform. Thus, whenever a teacher performs OCB, it is not recognised by stakeholders of education and schools as something extra. The stakeholders see teachers' OCB as part of the duties that teachers must perform. In a study conducted by Belogolovsky and Somech (2010) among a sample of 29 principals, 245 teachers, and 345 parents in Israeli basic schools, the researchers found that the principals and teachers defined more teachers' OCB in general and towards the school as in – role behaviours than parents; parents define more teachers' OCB towards the student as in – role behaviour than teachers. This lack of recognition for teachers OCB is one of the reasons there is a recognisable decline in engaging in same among teachers. Also, the schools, working conditions, procedures, distribution, interactions, and environment within which the teachers work do not encourage OCB. OCB does not, of course, occur in a vacuum (Badu & Asumeng, 2013). The questions that come to mind at this juncture include: what are the predictors of OCB among teachers in Ghana? How can schools create environment that encourages the performance of OCB? The answers to these questions lie within enough body of empirical evidence that would outline the predictors of OCB among teachers. When these predictors and the mechanism through which they produce OCB are established within the school setting, their presence will encourage the performance of OCB among teachers. Meanwhile, little to nothing is known about the predictors of OCB among teachers in Ghana, particularly at the basic and secondary schools. This gap is what the current research sought to contribute to fill in the OCB literature.

1.4 Research Questions

- i. Does perceived organisational justice (POJ) predict organisational citizenship behaviour (OCB)?
- ii. Which dimension of perceived organisational justice (POJ) accounts for the most variance in predicting organisational citizenship behaviour (OCB)?
- iii. What is the relationship between organisational commitment (OC) and organisational citizenship behaviour (OCB)?
- iv. What is the relationship between perceived organisational justice (POJ) and organisational commitment (OC)?
- v. Does organisational commitment (OC) mediate the relationship between perceived organisational justice (POJ) and organisational citizenship behaviour (OCB)?
- vi. Do demographic variables (gender and tenure) moderate the relationship between perceived organisational justice (POJ) and organisational citizenship behaviour (OCB)?

1.5 Research Aim and Objectives

- i. The aim of this study is to investigate the effect of perceived organisational justice (POJ), organisational commitment (OC), gender, and tenure on organisational citizenship behaviour (OCB) among teachers.

The objectives were:

- i. To find out whether perceived organisational justice (POJ) predicts organisational citizenship behaviour (OCB).
- ii. To determine which dimension of perceived organisational justice (POJ) accounts for most variance in organisational citizenship behaviour (OCB).

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- iii. To investigate the relationship between organisational commitment (OC) and organisational citizenship behaviour (OCB).
 - iv. To investigate the relationship between perceived organisational justice (POJ) and organisational commitment (OC).
 - v. To examine the mediating effect of organisational commitment (OC) on the relationship between perceived organisational justice (POJ) and organisational citizenship behaviour (OCB).
 - vi. To investigate the respective moderating effect of tenure, and gender on the relationship between perceived organisational justice (POJ) and organisational citizenship behaviour (OCB).

1.6 Significance of the Study

The present study may have both practical and academic significance. Firstly, findings of this research may be of significant benefit to the management and staff of basic and secondary schools in Ghana. It would also be of great benefit to Ghana Education Service (GES), and the Ministry of Education (MoE) as a whole. It may provide management of schools (head-teachers and education officers) with the necessary information needed to encourage OCB engagement among teachers in the schools. To the employees (the teachers), understanding the relationship between the variables of this study (OCB, POJ, OC, gender, and tenure) within the educational setting and how they impact on their overall performance may help them give their maximum effort towards the achievement of the goals of the school as an organisation by engaging in OCB.

Secondly, findings from this study may help inform theory in relation to OCB, POJ, and OC, as well as gender and tenure. This is because the study sought to uncover and establish the effect of POJ, OC, gender, and tenure on OCB. Thus, the results of this study would help understand POJ and OC in the light of predicting OCB. Furthermore, the findings on the moderating effect of

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gender and tenure would highlight the need to ensure diversity in this regard to enhance productivity. The point is that the findings make substantive, methodological, and theoretical contributions for the discipline of organisational behaviour.

Finally, the results from this study may add to the existing literature on OCB, POJ, and OC from an unexamined context, basic and secondary schools in Ghana. This would stimulate future research on this phenomenon in Ghana across different organisations. As a result, future empirical studies on OCB, POJ and OC in other less explored areas could benefit from it over time.



LITERATURE REVIEW

2.0 INTRODUCTION

This chapter contains information on theoretical or conceptual models that explain the concepts of organisational citizenship behaviour (OCB), perceived organisational justice (POJ), organisational commitment (OC), gender and tenure. It also focuses on empirical relationship between OCB, POJ, and OC, as well as gender and tenure in relation to OCB. It also presents the hypothesised model which depicts or illustrates the relationships between the constructs under study, the hypotheses, and operational definition of terms used in the research.

2.1 THEORETICAL FRAMEWORK

Organisational behaviour researchers have done much work with the view to understanding work related behaviours that employees put up in the organisation for the purposes of making informed predictions and improving effectiveness within the organisation. These researches focus much on employee – organisation relationship (EOR) and the mechanisms that strengthen or improve the relationship in a win –win situation for both the organisation and the employee. Researchers have employed several theories to explain EOR and why employees in an organisation put up certain behaviours. Three of these theories – the equity theory, the social exchange theory, and the theory of reciprocity of norms – were used to explain the various variables and their relationships for the purpose of this study. These theories have contributed meaningful insights into organisational behaviour and its dynamics in contemporary organisations. Consequently, in this study, these three theories have been used to explain employees’ perception of justice, organisational commitment, gender and tenure in relation to their performance of OCB among the sample, and to a larger extent the population studied.

2.1.1 Social Exchange Theory (SET)

The Social Exchange Theory (SET) has its historical roots in many fields including sociology and social psychology (e.g., Blau, 1964; Gouldner, 1960; Homans, 1958). It has however been used extensively in organisational behaviour studies to explain relationships between constructs. For instance, Elstand et al. (2011) opined that SET is a theoretical explanation for OCB. Besides, Organ (1990) concluded that SET's frameworks are the best for explaining employees' OCB. Again, what makes SET ideal for this study is that employee – organisation relationship (EOR) research draws on social exchange to emphasise how the organisation and the employee go into a relationship, how the norm of reciprocity is a foundation for explaining employees' commitment in response to employer – defined EOR, and how the recipient valued the resources exchanged (Elstad et al., 2011). As held by many researchers (e.g., Elstad et al., 2011; Kuvaas & Dysvik, 2009; Shore, et al., 2006), this study also draws from same perspective that only social exchange perceptions trigger OCB despite the fact that in the educational context, both social and economic exchange perceptions coexist.

The main principle in social exchange theory is that individuals are not only moved to action by economic exchange but by social exchange as well (Blau, 1964). SET posits that social behaviours are outcomes of exchange processes, which are aimed at maximising profits and minimising costs. To maintain the relationship or the occurrence of the behaviour, the benefits must always outweigh the costs, otherwise the relationship or behaviour is abandoned. Another important principle of the social exchange theory is that over time, relationships develop into trusted, loyal, and mutual commitments (Crepanzano & Mitchell, 2005). Although scholars have expressed many different views on SET, there is a consensus, at least, that the sequences of interactions that happen in social exchanges produce obligations (Emerson, 1976). Taking Blau (1964) for example, he defined social exchange as a relationship that entails unspecified future obligation. He stated further that like economic exchange, social exchange generates an expectation of some future returns for

contribution; however, unlike economic exchange, the exact nature of the return is unspecified. Also, Holmes (1981) postulated that economic exchanges are built on transactions whereas social exchange relationships are based on elements of trust that other parties will fairly honour their obligations eventually. Thus, these expectations and perceptions held by the individual determine their actions and behaviours.

Moreover, the relationship between justice processes and OCB is explained by social exchange mechanisms. First, the relationship between POJ and OCB is established through interactions between the workers and their supervisors (Fletcher, 2001). Second, according to Organ (1988), the POJ – OCB linkage could be explained based on how fair or otherwise the employees perceive the organisation to be. Third, the support employees receive from the organisation in the form of feedback, planning, and actual professional growth explains the POJ – OCB relationship further (Blakely et al., 2005). These mechanisms work by activating the norm of reciprocity embedded in social exchange relationships, which puts some kind of “obligations” on employees to “repay” their organisations through performance of OCB.

Elstad et al. (2011) put it clearly that it is beneficial to society that teachers would build loyalty and goodwill for the schools in which they teach, and OCB is a crucial factor in school improvement. As a result, quality growth is contingent on the ability of school workers to relate to, participate in, and advocate for the school for which they work, as well as, for example, displaying efficient administrative management. When teachers do this, it is seen that they work harder, more responsibly, and more intelligently, perhaps leading to improved student learning outcomes.

Workers will remain highly committed to the organisation if they believe that social organisational interactions are fair and would, as a result, not focus much on monetary benefits, but, if they believe the exchanges are unjust, they will seek compensation and focus their attention on

economic matters (Almadi et al., 2010). Similarly, Jahangir et al. (2004) concluded that employees' perceptions of organisational experience make them assess their interactions with organisations as social, occupational, or economic exchanges, and to assess the degree of justice in those exchanges. Employees who perceive that these exchanges are fair tend to become more dependent on the organisation. This increased dependency encourages OCB. On the other hand, employees who perceive that these exchanges are unjust reduce their dependence on the organisation and adjust their relationships as a level of economic exchange, limiting their activities. Furthermore, when the relationships among the employees themselves are defined by social, rather than economic, agreement, extra – role behaviours are performed much higher and frequently (Organ, 1990).

Moreover, there is much evidence that OCB is facilitated by social exchange relationships (e.g., Farh et al., 1990; Moorman, 1991; Moorman et al., 1998). The presents of justice as a key determinant factor in exchanges was strongly emphasised in these researches. Meaningful correlations have been established between perception of justice in exchanges and various forms of organisational commitment (Almadi et al., 2010). Furthermore, according to the social exchange theory (SET), when employees apply the social exchange technique, they are more committed and perform better than when they simply wait for financial incentives for their actions (Hom et al., 2009)

2.1.2 Norm of Reciprocity

The existence of a universal, generalised theory of the norm of reciprocity is credited to Alvin Gouldner (1960). According to this theory, human beings have an inborn tendency to reciprocate. Put succinctly by Perugini et al. (2003), human beings tend to reward those who have done well and the vice versa. The exchanges so involved in reciprocity may take several forms including money, information, respect, service, approval or liking (Eisenberger et al., 2001). Consequently,

employees reward the organisation by engaging in OCB when the latter does well by being fair and just in its procedures, distributions, and interactions with the former.

According to Goulder (1960), the norm of reciprocity is universal, and like the incest taboo, it is in almost every culture. He goes on to say that a universal standard of norm of reciprocity makes two interconnected, basic demands: (1) people should help those who have helped them, and (2) people should not harm those who have helped them. According to Kenny et al. (1996), the theory of norm of reciprocity has been utilised to provide an explanation for a wide range of events such as interpersonal perception and attitude transformation in several social, psychology and behavioural studies. From this background, this study suggests that employees would help the organisation by engaging in OCB when the latter helped former by being fair and just in its interactions, distributions and procedures. Thus, it is theorised that when teachers perceive the school to be fair and just in distributions, procedures, and interactions, they would reciprocate by being committed to the school and also by engaging in OCB.

2.1.3 The Equity Theory

Employees need to be motivated to work effectively and efficiently to improve productivity. Motivation works differently among individuals based on their perceptions. Does a fair or an unfair perception of situations affect employees' motivation, and subsequently their performance? Do these same perceptions affect workers' organisational commitment and engagement in OCB? Equity theory is one of the theories that have been used by scholars to explain how employees' perceptions affect their behaviours in work organisations (e.g., Muchinsky & Culbertson, 2015; Redmond, 2015). Equity Theory (or Theory of Inequity) has many origins, including Homan's distributive justice, but is most commonly associated with J. Stacy Adams, who concentrated on the variables that contribute to a sense of unfairness and what occurs when individuals presume outcomes are unjust in a theory, he dubbed a Theory of Inequity (Redmond, 2015).

In Industrial / Organisational Psychology, equity theory focuses on how equitably employees perceived the way they are being treated in the organisation. That is, do the employees feel that they are being treated equitably at the workplace? Furthermore, equity theory is built upon the assumption that people are motivated by the input – output ratio they get in the organisation, in comparison with referent other (Muchinsky & Culbertson, 2015). As pointed out by Adams (1965), and elaborated further by Muchinsky and Culbertson (2015), different components make up equity theory, and these components must be understood to aid a better application of the theory. The different components that make up the equity theory are inputs, output, and comparison other. The inputs refer to the time, commitment, effort, etc that employees put into their jobs. Outputs on the other hand include pay, praises, bonuses, and other similar variables the individual receives or benefits from the job they do. The comparison other refers to a person or a benchmark against which the worker compares their input/output ratio. Thus, a person's willingness to labour is influenced in part by their perceptions of what is fair or reasonable in comparison to others. What people believe is fair or otherwise influence their motivation, attitudes, and behaviours. This is due to the individual's calculation of appropriate inputs and outputs, which results in a perceived comparison ratio. The accuracy of the comparing ratios is unimportant. Rather, it is the perception of the comparison that is vital (Maneotis et al., 2014). It must however be remembered that equity theory operates on perceptions. That is, the equity theory is built upon workers' perceptions of the presence of inequity at the workplace.

Furthermore, equity theory is based on the assumption that in order to preserve psychological equilibrium, workers require a sense of fairness in the workplace (Adams, 1965). Employees experience dissonance when they lack that sense of equity. Nonetheless, employees will either adjust their cognitions regarding their inputs or outputs, act to change their inputs or outputs, or quit the situation entirely to ease the dissonance. Furthermore, employees lessen dissonance by dropping

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their inputs to a level they believe is equivalent to the output they are receiving. The employee perceives that this would bring equity back into balance. Besides, according to Greenberg (1989), employees who perceive that the organisation is not being fair to them may be more absent, steal from the organisation, or may reduce their productivity or the amount of effort put into productive work. The opposite is also true. That is, workers who feel that they are treated equitably may be punctual and regular at work, avoid stealing, and at least maintain their inputs.

In this study, it was theorised that when employees (teachers) feel equitably treated, in terms of distribution, procedures, and interactions, they would maintain or increase their commitment, as well as their performance of OCB to the level they feel balances with the outputs they are getting from the school. However, if they have the perception that they are being treated inequitably in distributions, procedures, and interactions, they would seek for balance by decreasing their organisational commitment, as well as their performance of OCB. Thus, the employee would balance the ratio of input (OCB, and Commitment) and output (fairness or justice) at any given time and situation. Williams et al. (2002) even make it clearer. They postulated that “if employees perceive unfair compensation, then they may be less likely to perform OCB because such behaviours are discretionary, falling outside an employee’s formal role requirements. Also, as a response to perceived inequity, an employee may withhold voluntary behaviours to adjust his or her input portion of the equity ratio calculation” (Williams et al., 2002, p. 34). Thus, employees will be dissatisfied if their inputs are greater than their outcomes. Their dissatisfaction is shown through their low commitment level (Yean & Yusof, 2016).

In all, individuals seek to maximise rewards and minimise cost (Social Exchange Theory), would “normally” repay or reciprocate good deeds (Norm of Reciprocity), and seek equity or seek to balance the equity ratio (Equity Theory). Thus, first, if the benefit of engaging in OCB outweighs the cost, teachers would perform more OCB. The benefit includes praise, and organisational justice

(fairness). However, if the cost is greater than the reward, they would not engage in more OCB. Second, teachers would be more committed to the organisation, and perform more OCB if they perceive their salaries and bonuses, procedures, and interactions to be equitable in comparison to other workers (in other or similar institutions) with same or similar qualification. However, if they perceive inequitable treatment in such comparisons, they would show less commitment to the organisation, and would perform less OCB. Third, teachers would reciprocate or “repay” the organisation in the same form of treatment they receive from it. If the organisation is good (fair or just) to them, they would also be good to the organisation by staying committed, and performing OCB. However, if the organisation treats them badly (unfairly or unjustly), they would be less committed, and decrease or stop the performance of OCB.

2.2 CONCEPTUALISATION OF STUDY VARIABLES

This section discusses the constructs in this study: Organisational Citizenship Behaviour (OCB), Perceived Organisational Justice (POJ), Organisational Commitment (OC), Gender and Tenure.

2.2.1 ORGANISATIONAL CITIZENSHIP BEHAVIOUR (OCB)

To survive in this highly competitive contemporary business environment, employees are expected to go beyond their core mandates in the organisation. Engaging in extra activities which are beyond employees’ job descriptions within the organisation is known as organisational citizenship behaviour (OCB). Organ (1977) introduced the concept of OCB. He derived the bases of the OCB concept from the ideas of extra – role behaviours propounded by Katz (1964). According to Pavalache – Ilie (2014), the concept was then used by Bateman and Organ (1983). Later, Organ (1988) defined OCB as employees’ behaviours which are discretionary, not directly or explicitly recognised by the formal reward system and that in aggregate promotes the effective functioning of the organisation.

The history of OCB and ideas that led to the construction of the term has been discussed by many scholars. According to Organ (2018), OCB was developed from related constructs in management and organisational theory discussed by scholars such as Weber, Barnard, Roethlisberger and Dickson, and Katz and Khan as far back as the beginning of the twentieth century. Some of the related constructs are pro – social organisational behaviours, extra – role behaviours, organisational spontaneity, and contextual performance (Mensah, 2014). Organ (2018) further pointed out that the trace for related ideas and constructs for the development of OCB could go back to at least the 18th century, and even farther back to the era of ancient Greeks, who had much to say about the expected behaviour of the inhabitants of the community. In order to please kings, queens and army commanders of the republic and also for survival and avoidance of harsh consequences, slaves, foot soldiers, serfs and minions had to go “the extra mile” in performance of their duties to achieve set targets.

One of the weaknesses of bureaucratic organisation, as regarded by Max Weber, was the absence of recognition of informal organisation. Barnard (1938) revealed that informal organisations contribute significantly to productivity. He further argued that member’s “willingness” to be part of the supportive arrangements was necessary and explained this conception of willingness as something different from “effectiveness” or “ability,” and regarded it as something like a disposition to go beyond the formal duties or role requirements of the individual member. As noted by Organ (2018), Roethlisberger and Dickson’s (1939) account of the famed Hawthorn studies which is believed to have ushered in management’s focus on “human relations,” contributed to the development of OCB. They documented the extensive forms and effects of the “informal organisation,” which pervaded the formal system and gave rise to informal status hierarchies and various forms of “sentiment” in the work place. Then, years later, Katz and Kahn (1963), in their explanations of the need to recognise extra – role behaviours in organisations, argued that, among other things, a system must encourage spontaneous behaviours beyond formal role prescriptions

when such behaviours facilitate, directly or indirectly, the attainment of effectiveness in pursuit of formal goals. They came to the conclusion that going above formal work demands is driven by a feeling and perception that one has full “citizenship” in the organisation. Furthermore, the popular notion that worker satisfaction affected productivity (satisfaction-leads-to-productivity) was challenged by many. For example, Organ (1977) made an interesting point that satisfied employees make some subtle contributions, such as helping a co – worker, accommodating changes that managers make, and following the spirit and the rules of workplace governance. He argued further that though such subtle contributions are not quantifiable aspects of productivity, they go a long way to improve overall productivity of the unit. This, as well as Bateman and Organ (1983), who coined the phrase ‘organisational citizenship behaviour’, served as the background for Organ’s (1988) work which gives the most accepted and widely used definition and dimensional classification of OCB.

According to Organ (1988), OCB refers to employees’ behaviours which are discretionary, not directly or explicitly recognised by the formal reward system, and that in the aggregate promotes the effective functioning of the organization. Gupta and Singh (2012) argue that the first study on OCB was conducted by Bateman and Organ (1983), where they investigated the relationship between job satisfaction and OCB. They argue further that Smith et al. (1983) were the first to formally define an OCB scale that included altruism and compliance dimensions. Furthermore, they assert the dimension of civic virtue was added to OCB by Graham (1986) whereas the dimension of courtesy was added by Organ (1988). Some recent definitions include Lambert (2006). Lambert (2006) defined OCB “a behaviour that goes beyond the basic requirements of the job and not part of the formal reward system.” Both organ (1988) and Lambert (2006) agree that OCB is not part of the formal reward system. Since OCB is “discretionary”, one cannot be penalised for not performing it. Some studies in OCB based their theoretical explanations on the social exchange theory (SET) by Blau (1964). SET holds that employees weigh the cost and benefits for engaging in

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OCB and also repay their organisations for favourable treatment by engaging in some discretionary acts in order for the organisation to succeed. This is also in line with norm of reciprocity by Gouldner (1960) and equity theory by Adam (1965) as discussed above.

2.2.1.1 Dimensions of OCB

It has been argued that increased amounts of organisational citizenship behaviour (OCB) must lead to a more productive organisation and should introduce new resources into the organisation (Organ, 1988). However, Mahembe and Engelbrecht (2014) argue that the literature is split on the number of OCB dimensions. Researchers have investigated the concept using different but related dimensions, resulting in multiple definitions. The rising quantity of extra-role behaviours, according to Van Dyne et al. (1995), has muddled the waters when it comes to extra-role behaviour definitions. In spite of the specifics of definitions, however, researchers have always looked at OCB as having multiple dimensions (LePine et al., 2002; Motowildlo, 2000). Podsakoff et al. (2000), for instance, made a very critical remark concerning the dimensions of OCB. They argue that about 30 different types of OCB have been identified, which can be classified into seven categories: helping behaviour, sportsmanship, organisational loyalty, organisational compliance, individual initiative, civic virtue, and self-development. However, LePine et al. (2002) noted that Organ's (1988) framework and its five dimensions: altruism (e.g., assisting others with heavy workloads), conscientiousness (e.g., work attendance beyond the norm), sportsmanship (e.g., not complaining about trivial matters), courtesy (e.g., consulting with others before taking action), and civic virtue (e.g., participation in the organisation's political process) have been the subject of research.

There are always questions about culture – specific dimensions of OCB. Actually, there are studies that have found culture – specific dimensions of OCB (e.g., Farh et al., 1997; Rego & Cunha, 2008). In Portugal, for example, Rego and Cunha (2008) operationalised a four – dimensional OCB construct: conscientiousness, identification with the organisation, interpersonal harmony, and

personal initiative. In spite of the existence of culture-specific dimensions of OCB found in other cultures outside North America and Asia, Organ's (1988) five-dimensional framework, consisting of altruism, sportsmanship, conscientiousness, courtesy, and civic virtue have received the greatest empirical attention.

Altruism, refers to “voluntary actions that help another person with a work problem, such as instructing a new employee on how to use equipment, helping a co-worker to catch up with a backlog of work or fetching material that a colleague needs and cannot get on his/her own” (Paul et al., 2016, p. 311). Thus, altruism simply means helping or helpfulness (Organ, 1997); for example, voluntarily assisting new employees, assisting overloaded co-workers, assisting absent employees, and directing employees to accomplish challenging tasks (Tambe & Shanker, 2014). Also, Smith et al. (1983) pointed out that altruism includes an instance where employee provides help to an individual with a specific issue to accomplish their task in unusual circumstances.

Courtesy applies to all those “foresighted gestures that help someone else to prevent a problem, such as keeping others informed of decisions and actions that may affect them” (Paul et al., 2016, p. 311). Courtesy at the workplace is exhibited in many forms. For example, as outlined by Organ (1997), “courtesy at the workplace includes giving prior notice of the work schedule to someone who is in need, consulting others before taking any actions that would affect them, and leaving the copier or printer in good condition for other workers” (p. 94). The presence of courtesy among employees reduces conflict between groups and consequently abates the amount of time expended in managing disputes in the organisation (Podsakoff et al., 2000). “The main idea of courtesy is avoiding actions that unnecessarily make colleagues’ work harder” (Tambe & Shanker, 2014, p. 70). This in effect promotes mutual respect among employees as well as healthy organisational climate.

Civic virtue implies responsible proactive engagement in an organisation's political process, including not just sharing views, but also reading mails, attending meetings, and keeping up with all matters affecting the organisation. (Paul et al., 2016; Tambe & Shanker, 2014). Civic virtue is demonstrated by involvement in corporate political life and support for the organisation's administrative role (Deluga, 1998). The workers must be accountable and engage fully and enthusiastically in the life of the organisation; for example, being present at meetings that are not compulsory and maintaining an assessment of changes in the organisation (Organ, 1988). It has been reported by some researchers that civic virtue improves performance and aid in reducing customer complaints (Chahal & Mehta, 2010; Walz & Niehoff, 1996; Yildiz & Amin, 2020).

Conscientiousness implies “a behavioural pattern of going well beyond minimally required levels of attendance, punctuality and housekeeping, and conserving resources and related matters of internal maintenance” (Paul et al., 2016, p. 311), and “a prototype of penchant towards conserving resources, and overall giving an impression of being a responsible citizen of the organisation” (Tambe & Shanker, 2014, p. 69). MacKenzie et al. (1993) also opined that conscientiousness involves complying with laws and regulations, not taking additional breaks, and working extra long hours and days. A highly conscientious worker is extremely accountable and requires less monitoring (Podsakoff & Mackenzie, 1997). According to Organ (1988), conscientiousness implies willingness to work that exceeds structured standards, such as working long hours and coming out willingly to perform jobs in addition to formally assigned duties. Kidder and McLean Parks (1993) reported that males favour equity over equality, and are more likely than women to participate in conscientious acts as such.

Sportsmanship refers to “behaviours that tolerate inevitable inconvenience and imposition without complaint or grievance” (Paul et al., 2016, p. 311). Thus, conscientiousness is “a willingness to tolerate the inevitable inconveniences and impositions of work without complaining” (Organ, 1990,

p. 96). Sportsmanship refers to person's desire not to complain when experiencing the inevitable inconveniences and abuse generated in exercising a professional activity. Sportsmanship refers to avoiding complaining unnecessarily about the difficulties faced in the workplace, being positive and tolerant towards problems experienced in the workplace" (Tambe & Shanker, 2014, p. 69). When employees are conscientious, it helps conserve organisational energies for the successful performance of tasks and largely relieves excessive load / stress from managers (Organ & Ryan, 1995; Organ, 1990). Again, it was opined by Organ (1988) that in almost every organisational environment, irritations are inevitable and therefore exhibiting behaviour that warmly tolerates irritations, which is termed as sportsmanship, is very essential. Additionally, Podsakoff and MacKenzie (1997) opined that the morale of staff at the workplace is more likely to be boosted by good sportsmanship. Harper (2015) also asserted that the presence of sportsmanship behaviours at the workplace makes managers work easier. Finally, Easo et al. (2020) concluded that increased amounts of OCB (including sportsmanship) results in increased levels of job performance.

Another categorisation of OCB that is worth mentioning is the one given by William and Anderson (1991). They proposed two components of OCB: OCB – individual (OCBI) and OCB – organisational (OCBO). "OCBI refers to the behaviours which directly benefit specific individuals and indirectly assist organisations. On the other hand, "OCBO refers to the behaviours which benefit organisations in general" (William & Anderson, 1991, p. 602). According to LePine et al. (2002), the conceptualisation of William and Anderson (1991) relates to the five – dimensional model of OCBB proposed by Organ (1988). They elaborated further that "conceptually, altruism and courtesy are consistent with OCBI, while sportsmanship, civic virtue, and conscientiousness may be categorized under OCBO" (p. 56). Consequently, it could be observed that ideally the two models (Organ, 1988; and William & Anderson, 1991) are the same and measure the same set of attitudes.

2.2.1.2 Consequences (Outcomes) of OCB

Harley and Calic (2016) concluded that, generally, organisational citizenship behaviour (OCB) is positively related to overall organisational performance indicators. Similarly, the main assumption of Organ (1988) was that organisational citizenship behaviour is related to performance. He claimed that aggregating OCB over time and persons improves organisational effectiveness. Through enhanced organisational effectiveness, higher customer satisfaction, and decreased group- or unit-level turnover, citizenship behaviour can positively influence organisational performance.

Recently, there has been increased attention to the consequences of OCB, focusing on “two key issues: (a) the effects of OCBs on managerial evaluations of performance and judgments regarding pay raises, promotions, etc., and (b) the effects of OCBs on organisational performance and success” (Podsakoff et al., 2000, p. 534). Researchers have given a lot of reasons why citizenship behaviours might influence organisational effectiveness (e.g., Earley & Calic, 2016; Podsakoff & MacKenzie, 1997). Such influences manifest through certain mechanisms or outcomes. Podsakoff et al. (2000) summarised the mechanisms or outcomes (what OCB does) by which OCB contributes to organisational performance and effectiveness: (a) OCB increases the productivity of work colleagues and supervisors; (b) it makes resources available so that they can be used for more productive purposes; (c) the need to commit limited resources to solely maintenance tasks is minimised as a result of OCB performances; (d) OCB helps in organising tasks inside and through working groups; (e) it strengthens the capacity of the company to recruit and retain the best workers; (f) it increases the reliability of the performance of the organisation.; and (g) it enables the company to respond to environmental change more effectively. The literature on OCB indicates that little empirical work has been conducted on the consequences of OCB in comparison to its antecedents. Nonetheless, the overall trend of findings published in the literature offers general support for the hypothesis that OCB is linked to organisational effectiveness. For example,

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according to N. P. Podsakoff et al. (2009), OCB can improve employees' work spirit, morale, cohesiveness, and sense of belonging. Additionally, Yen and Niehoff (2004) also found support for the OCB – satisfaction relationship.

In conclusion, that above consequences (outcomes) mentioned make the study of OCB and its predictors among teachers in a Ghanaian setting needful. Thus, the promotion and encouragement of OCB among teachers will lead to favourable outcomes such as improved performance, which will have positive impact on students' performance and outcomes. Elstad et al. (2011) emphasise that teachers must be motivated to go above and beyond their formal work responsibilities in the school. They went on to say that part of a school's success in achieving excellent student learning outcomes is due to teachers' willingness to go above and beyond the call of duty, to exhibit organisational citizenship behaviours. The evidence of these assertions by Elstad et al. (2011) can be seen in Ghana in instances where stakeholders of education at the basic and secondary schools (e.g., parents and government) request extra tuition (Extra – classes) for pupils and students (Though a fee is usually charged and paid for extra - classes, it could still be considered as OCB because it is the individual teacher's discretion to participate or not). It is therefore essential that the antecedents (predictors) of OCB are studied and made functional at the workplace to encourage and aid the performances of OCB in the school contexts in Ghana.

2.2.1.3 Antecedents (Predictors) of OCB

The predictors (antecedents) and outcomes (consequences) of organisational citizenship behaviour (OCB) have been analysed (Podsakoff et al., 2000). Podsakoff et al. (2000) categorises the antecedents of OCB into four major groups: individual (or employee) characteristics, task characteristics, organisational characteristics, and leadership behaviours. Similarly, Paul, Bamel, and Garg (2016) asserted that studies of the antecedents (predictors) of OCB have generally focused on employee attitudes, personality traits, task characteristics, dispositions, and leadership

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behaviours. Employees' characteristics focus on, first, general affective (morale) factors such as employee satisfaction, organisational commitment, perception of fairness (which is related to POJ), and perception of leader supportiveness (Mensah, 2014; Organ & Ryan, 1995). POJ and OC, for example, have been found to be high predictors of OCB (e.g., Cohen – Charash & Spector, 2001; Colquitt et al., 2001; Rego & Cunha, 2010). Other sets of employee characteristics – dispositional factors such as agreeableness, conscientiousness, positive affectivity, and negative affectivity – indirectly contribute to or predict OCB (Podsakoff et al., 2000).

Perceived organisational justice (POJ) is one of OCB's most researched antecedents (Rego & Cunha, 2010). Several studies have found that POJ has a predictive, as well as positive, relationship with OCB (e.g., Cohen – Charash & Spector, 2001; Colquitt et al., 2001; Greenberg & Lind, 2000; Organ & Paine, 1999). The idea is that if workers view their experiences with the organisation (and manager) as fair, they reciprocate by behaving in ways that favour the company (and the manager). Thus, workers would engage in OCB if they perceive their exchanges with the organisation (and their supervisors) to be fair.

Demographic variables (e.g., organisational tenure and employee gender) have not been found to be related to OCB (Podsakoff et al., 2000). They however admitted that that finding was rather shocking since number of possible theoretical explanations why tenure and gender, for example, could contribute to OCB were addressed by Kidder and Parks (1993). Kidder and Parks (1993) argued that males are more likely than females to perform conscientious behaviours. They make this claim because conscientious behaviour implies an exchange orientation or a focus on reciprocity, which is typically associated with male's preference for equity over equality. Although the present empirical evidence does not support the hypothesised impacts of gender on citizenship behaviour, Podsakoff et al. (2000) argue that more evidence is needed before this question can be settled definitively.

The relationship between organisational characteristics (as antecedents of OCB) and OCB is mixed (Podsakoff et al., 2000). For example, whilst organisational formalisation, organisational inflexibility, advisory / staff support, and spatial distance, respectively, were not consistently related to OCB, group cohesion positively and significantly related to OCB. Also, perceived organisational support positively and significantly related to some aspects of OCB whereas rewards outside the leader's control had a negative relationship with some aspects of OCB (Podsakoff et al., 2000).

Finally, leadership behaviours (as antecedents of OCB), such as transformational leadership behaviours, transactional leadership behaviours, and behaviours identified with either the Path – Goal theory of leadership or Leader – Member Exchange (LMX) theory of leadership, have been found to have significant positive relationship with OCB (Podsakoff et al., 2000). Thus, OCB has many antecedents (predictors) that have been researched extensively in Europe, North America, and Asia. Few studies have been done in Africa in general and Ghana particularly. This study was therefore done to examine the predictive influence of POJ, OC, gender and tenure on OCB in Ghanaian context and culture.

2.2.2 Perceived Organisational Justice (POJ)

Adams (1965) argued that the organisational justice construct is built upon employees' perceptions of fairness within the organisation. Likewise, Colquitt et al. (2001) defined organisational justice as description and explanation of fairness in the workplace. Also, according to Campbell and Finch (2004), organisational justice involves the perceptions of employees about how fairness is applied in the way their organisations treat them. According to Moorman (1991), organisational justice is concerned with employees' perceptions of how they have been treated fairly on the job and how these perceptions influence other work-related variables. Thus, perceived organisational justice

(POJ) is an employee's view of workplace fairness. The truth or otherwise of this perception is inconsequential since it influences the employee's decisions and actions in the employee – organisation relationship (EOR) anyway.

Cropanzano et al. (2001) argued that organisational justice involves judgments of moral correctness and ethical treatment. It has also been argued that the decision as to whether an action or event is fair is taken based on individuals' comparison of what actually happened to a set of standards or criteria (Rupp & Paddock, 2010). Leventhal (1980), and Colquitt and Rodell (2015) named these standards or criteria "justice rules." Six procedural rules were proposed by Leventhal (1980) to foster the perception of fairness among employees. These rules are "consistency, accuracy, correctability, representativeness, bias suppression, and ethicality" (p. 22). Thus, an outcome must be consistent, accurate, correct, representative, unbiased, and ethical for it to have the highest likelihood of being judged as fair by the individual. In other words, a fair judgement to an occurrence is given by the individual if the event, outcome, or incident is aligned with these rules (Brockner & Wiesenfeld, 1996). However, if the occurrence did not come forward in accordance with the justice rules, the event / outcome is said to be unfair (Cropanzano et al., 2016). The process is said to be more complex than this (Cropanzano et al., 2015).

2.2.2.1 Dimensions of POJ

Justice rules have been categorised through the decades in a number of ways, but the most widely used dimensions in research are distributive justice, procedural justice, and interaction justice (Greenberg & Lind, 2000; Cronpanzano et al., 2016). Recent works on these dimensions, which are still consonant with earlier works on same, indicate that: (1) Distributive justice pertains to fairness of outcomes (Törnblom & Kazemi, 2015), such as salary, wages, and bonuses; (2) procedural justice pertains to the fairness of decision – making processes (Bobocel & Gosse, 2015); and (3) interactional justice pertains to the interpersonal treatment received (Bies, 2015). It is recognised

through the historical development of organisational justice that these three dimensions did not come to the attentions of organisational scientist at the same time. According to Cropanzano et al. (2016), distributive justice is the oldest dimension (e.g., Adams, 1965; Deutsch, 1975) and would have been widely available when early models of citizenship behaviour were being constructed (e.g., by Bateman & Organ, 1983; Smith et al., 1983). They also claim that procedural justice was applied to organisations a few years later (Folger & Greenberg, 1985; Lind & Tyler, 1988), and that interactional justice emerged about the same time (e.g., Bies, 1987; Bies & Moag, 1986). Even yet, it would take time for interactional justice to be recognised as distinct from procedural justice (e.g., Bobocel & Holmvall, 2001).

Distributive Justice (DJ) is concerned with appropriateness of outcomes (Cropanzano et al., 2007). Also, distributive justice, according to Lee (1995), is defined as the perceived fairness of outcomes. Likewise, Adams (1965) defined distributive justice as perceived fairness of outcomes received. The criteria for "measuring" the fairness of these outcomes is likely to differ according to individuals' social or cultural backgrounds and value sets, but the fundamental goal is that the distributions or resolutions are perceived as fair (Seifert et al., 2010). Linking this to social exchange theory, and equity theory, Nowakowski and Conlon (2005) defined distributive justice as the perceived fairness of the outcomes one receives from social exchange or interaction. Individuals judge fairness, according to Adams (1965), by evaluating the ratio between their inputs or contributions (e.g., efforts or performance) and their outputs or rewards (e.g., pay or promotion). To establish whether fairness was achieved, this input–output ratio is compared to that of a relevant referent other. This potentially affects the performance of OCB and other EOR outcomes.

Procedural Justice (PJ) has to do with perception of fairness surrounding the processes followed to attain outcomes (Near et al., 1993). Procedural justice, therefore, is the fairness of the rules and procedures of an organisation used to assess one's performance (Greenberg, 1990; Lind & Tyler,

1988). Fair and credible procedures are procedures that are consistently applied in compliance with existing ethical guidelines or professional standards (Seifert et al., 2010). The equal treatment of workers, including the presence of fair policies and procedures, encourages organisational citizenship. (Moorman et al., 1993). According to Leventhal (1980), the key features of procedural justice that distinguishes it from the other dimensions are consistency in procedures, the absence of prejudice, the quality of facts, the representation of those to whom the proceedings apply and the opportunity for a formal appeal. According to Forret and Love (2008), procedural justice in the workplace fundamentally ensures that employees follow the same set of rules. It also ensures that mechanisms are in place to prevent staff favouritism. Employees are less likely to feel that due process has been hindered when policies and procedures are routinely followed. Moreover, procedural justice appears to foster a sense of moral commitment to the organisation (Moorman et al., 1993; Ouchi, 1979).

Interactional Justice, according to Greenberg (1993) focuses on how the workers see their relationships with supervisors. According to Bies and Moag (1986), interactional justice is the consistency of individuals' interpersonal processes and care (i.e., were they talked to with fairness and sensitivity?) as well as the degree to which the reasons for the results are clarified. "The relationship between a supervisor and a subordinate is positively linked to organisational citizenship, with employees often reciprocating the fair (or unfair) treatment received from a supervisor when interacting with other staff or the firm" (Tansky, 1993, p. 197). Research (e.g., Bies & Moag, 1986; Greenberg, 1993; Tansky; 1993;) show that workers who have a good relationship with their supervisors can conclude that they profit from and beyond their "economic exchange" with the employer and, therefore, may be more likely to exhibit OCB and other pro-social behaviours. Employees who do not have a good relationship with their managers, on the other hand, may believe that they benefit less and less from their 'economic exchange' with the employer and may therefore be less likely to demonstrate OCB and other pro-social behaviours.

Furthermore, it was reported by Near and Miceli (1985) that irrespective of an organisations excellent policies and procedure to handle wrongdoings, unfair interactions, even if informal, between management and workers can undermine efficient pro-social behaviour.

It has been argued, for example, by Cohen – Charah and Spector (2001), and Colquitt et al. (2001) that, though these three dimensions of perceived organisational justice are correlated, they are empirically different and account for distinctive incremental variance. Colquitt et al. (2001) found distributive justice, procedural justice, and interactional justice to predict organisational commitment, and OCB. Also, Cohen – Charah and Spector (2001) reported that distributive justice has a significant relationship with OCB, job and pay satisfaction while procedural justice predicts them. Interactional justice has also been found to relate positively with other organisation and individual outcomes such as intention to quit, intent to reduce work effort, standard treatment obtained by one's supervisor, and supervisor relationship quality (Cropanzano et al., 2002; Roch & Shanock, 2006; Stecher & Rosse, 2005). Indeed, there is a great deal of evidence that perceptions of justice influence one's work experience (Forret & Love, 2008).

Several theories have been proposed to expound POJ and its significance at the workplace. According to Abekah-Nkrumah and Atinga (2011), theories such as the equity theory by Adams (1965), and the social exchange theory by Homans (1961) and Blau (1965); relative deprivation theory by Martin (1981), justice motive theory by Lerner (1977), and the justice judgement model by Laventhal (1976) all exist in the literature and they all identify these same three components of organisational justice (i.e., distributive justice, procedural justice, and interactional justice). However, the equity theory, the theory of norm of reciprocity, and the social exchange theory were adopted for this study, as discussed above (see section 2.1).

2.2.3 Organisational Commitment (OC)

Meyer and Allen (1997) identify organisational commitment as the willingness of staff to stay engaged with their organisation. There are different conceptualisations of organisational commitment (Meyer & Maltin, 2010). However, organisational commitment is widely agreed to be a multidimensional construct with numerous conceptualisations (Loi et al., 2006). For this study, Allen and Meyer's (1990) three – component model was adopted. Commitment is defined in this paradigm as a force that binds an individual to a goal (social or non-social) and a course of action that is relevant to that goal (Meyer et al., 2006). This binding force, according to Paul et al. (2006), can be experienced in a variety of ways (i.e., can be accompanied by a variety of mindsets), including: an affective attachment and involvement with the target; a sense of obligation to the target; and an awareness of the costs associated with ceasing involvement with the target. Paul et al. (2016) further explained that these mindsets are affective commitment (AC), normative commitment (NC), and continuance commitment (CC) respectively, as discussed by Allen and Mayer (1990). According to Meyer et al. (2002), Allen and Meyer (1990), and then Mayer and Allen (1991) identified affective, continuance, and normative commitment as components of OC. Though these components are correlated, they are distinct and experienced by the employee as three simultaneous mindsets (Noraazian & Khalip, 2016). From this perspective, it is taken that employee – organisation psychological ties take three distinct forms (Allen & Meyer, 1996).

The first psychological linkage between employee and their organisation is affective commitment. Affective commitment is defined by Allen and Meyer (1990) as an affective or emotional attachment to an organisation such that the strongly committed individual identifies with, participates in, and appreciates membership in the organisation. As a result, employees with high affective commitment stay with the company because they want to stay (Allen & Meyer, 1996). Also, it involves the employees forming an emotional bond with the organisation. Thus, affective

commitment represents commitment focused on the employee's emotional links with the company, mostly through positive work experiences (Noraazian & Khalip, 2016). There are three main aspects to affective commitment: (1) the development of psychological affinity to a firm; (2) association with the organisation; and (3) the wish to remain as a member of the organisation (Noraazian & Khalip, 2016). According to Allen and Meyer (1990), when individuals develop emotional affinity towards the organisation, they tend to align themselves with the organisation's goals and support the organisation to achieve these objectives. Some of the positive results of the presence of affective commitment among employees are decreased absenteeism, decreased turnover, enhanced OCB and organisational effectiveness (Koehler & Sincich, 1993; Noraazian & Khalip, 2016).

The second psychological linkage between employee and their organisation is continuance commitment. This simply refers to an employee's desire to continue working with an organisation. Meyer (2002) defines continuance commitment as the need for workers to stay with the company because leaving the company is too expensive or they have no other options. Thus, continuance commitment refers to a commitment based on the employee's recognition of the costs of quitting the organisation. Employees who have a strong commitment to staying with the organisation do so because they have to (Allen and Meyer, 1996). Employees typically evaluate their investments by considering what they have contributed to the organisation, as well as what they stand to gain by staying in the organisation and what they stand to lose if they leave (Romzek, 1990). The employees' investment in the organisation, which is too costly to lose, may include time spent in the company (tenure), job efforts, and skills specific to the organisation (Noraazian & Khalip, 2016). Thus, continuance commitment is developed and becomes stronger when the individual has limited opportunities and alternatives (Meyer & Allen, 1990), and the cost of leaving the organisation is too high (Noraazian & Khalip, 2016). Continuance commitment can thus be said to be rooted in social exchange theory because of the cost – benefit analysis associated with it. Thus,

continuance commitment develops partly on the fact that the individual would have to weigh the cost of leaving against the benefit of staying (continuing) with the organisation. The key antecedents of continuance commitment are investments (which will create the cost of leaving the organisation) and alternative employment. Examples of these investments (work related) include losing a senior position and rewards associated with the position, and loss of benefits and incentives enjoyed in the organisation (Noraazian & Khalip, 2016).

The third psychological linkage between employee and their organisation is normative commitment. Normative commitment was described by Allen and Meyer (1990) as a perceived duty to stay in the organisation. Therefore, normative commitment refers to loyalty based on a sense of duty to the organisation. Employees with high normative commitment stay because they feel they should do so (Allen & Meyer, 1996). Normative Commitment represents commitment that is centred on perceived responsibilities towards the organisation, for example, rooted in the norm of reciprocity (Noraazian & Khalip, 2016). That is, the individual feels obligated to continue working with the organisation, partly because the organisation has been “good” to them and they feel it is their obligation to reciprocate by remaining with the organisation. Thus, according to Randal and Cote (1991), employees believe that if an organisation has committed a significant amount of time and money in training and developing them, they have a moral obligation to continue to serve the organisation. It is therefore concluded that individuals who display high levels of normative commitment are those who believe that they can continue to provide the company with their services (Allen & Meyer, 1990).



In conclusion, the three dimensions of OC are not mutually exclusive (Becker et al., 1995); they only differ in their underlying motives and outcome (Noraazian & Khalip, 2016). Therefore, a person can build either one or a combination of all three components of commitment. Meyer and Allen (1991) opined that the three-component model and their measures are better predictors of

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organisational commitment than any other conceptualisation. Allen and Meyer's organisational measures fit international setting and are applicable to all cultures (Harun & Noor, 2006)

2.3 RELATED STUDIES

The purpose of this section is to build the relationships between the variables in the study, review some related studies, and develop hypotheses for the present study.

2.3.1 Perceived Organisational Justice (POJ) and OCB

Perceived organisational justice (POJ) and organisational citizenship behaviour (OCB) can be said to have grown up together (Cropanzano et al., 2018). At the beginning of the contemporary formulation of the concept of OCB, Justice was found to predict OCB (e.g., Organ, 1988; Organ & Konovsky, 1989; Scholl et al., 1987). As argued by Cohen – Charash and Spector, (2001) as well as Rupp et al. (2014), all other things being equal, when individuals feel that they are being treated fairly, they are more likely to perform OCB. Consequently, the argument is that teachers will perform OCB when they perceive that they are being treated fairly.

Since Smith et al. (1983) and Bateman and Organ (1983) inspired the modern thinking of OCB (Cropanzano et al., 2016), the POJ – OCB relationship has been studied widely. Organ and Konovsky (1989) found that cognitions predict OCB. Lee and Allen (2002) also reported that cognitions, including but not limited to organisational justice, were more closely related to OCBI (defined as citizenship behaviours benefiting individuals - e.g., co-workers, supervisor—in the organisation). “As the distinction between perceptions of allocations and processes became better known, researchers began to explore the independent effects of procedural and distributive justice” (Cropanzano et al., 2018, p. 7). Cropanzano et al. (2018) reported that Bies et al. (1993) examined employees' responses to an imminent downsizing and reported that there is a positive relationship between OCB and procedural justice and distributive justice respectively. However, distributive

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justice and interactional justice did not account for variance beyond what procedural justice accounted for. Bies et al. (1993) further observed that interactional justice is a potentially important predictor of OCB.

Social exchange theory has continued to be the most commonly used conceptual model for explaining the relationship between justice and OCB (Moorman & Byrne, 2005). An extension of the theory of social exchange is one of the popular reasons for various OCB levels, and shows that OCB is derived from one's views of fairness or injustice (Cropanzano et al., 2018; Organ, 1988; Schnake, 1991). Organ (1990) asserted that most employees usually presume a social exchange relationship with their organisations. A redefinition of the relationship as one of economic exchange is triggered by affirmation of the lack of justice in social exchange, which is followed by discontent. People who conclude that the organisation does not treat everyone fairly are likely to withhold discretionary activities and restrict their contribution to the company to those behaviours that are officially prescribed. Konovsky and Pugh (1994) found that just transactions cultivate social exchange relationships. These relationships are based on trust and commitment (Cropanzano & Mitchell, 2005), and are expected to boost OCB (Organ & Moorman, 1993).

OCB has a positive relationship with distributive justice and procedural justice respectively (Wong et al., 2004). Likewise, Cohen-Charash and Spector (2001) reported a positive relationship between all the three POJ dimensions and OCB. Recently, similar findings have been reported. Jafari and Bidarian (2012) investigated the POJ – OCB relationship and found that when there was more favourable perception towards organisational justice, higher OCB was generated. Their population consisted of all staff of Islamic Azad University in Iran. Also, Ince and Gull (2011) investigated the impact of POJ on OCB among public sector employees. A total of 83 Turkish public sector employees were selected to serve as study participants. They reported that POJ has some implications for different aspects of OCB. For example, they found that procedural justice had a

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positive impact on individual contributions to organisational development and taking care of organisational job. It can be observed that both Jafari and Bidarian (2012) and Ince and Gull (2011) used relatively small sample sizes respectively, and this makes it less realistic for making inference and generalisations to the general population. The question that remains here is whether the findings would be different in larger sample sizes or not. The present study seeks to examine the relationship between the same variables – POJ and OCB – in a larger sample in African setting.

Also, Makhdoom et al. (2016) explored the impact of POJ, organisational trust and job satisfaction on OCB among a sample of 250 employees drawn from banks operating in Pakistan. They also tested the mediation impact of OC on the relationship between the various variables in the study. They reported a significant predictive relationship between POJ and OCB. Thus, POJ significantly and positively predicted OCB. Their results also showed that OC marginally and significantly mediated the relationships between the various variables under study. Like Makhdoom et al. (2016), the present study seeks to investigate the impact of POJ on OCB and also test the mediation effect of OC on the POJ and OCB relationship.

Besides, Bahrami et al. (2014) sampled 100 employees from Shahid Sadoughi Hospital in Iran, and explored the relationships between POJ and OCB among the sample. The cross sectional study produced results that is consistent with findings of other studies. They found a significant positive relationship between POJ and OCB. Like many other studies conducted in Iran among these variables, Bahran et al. (2014) used small sample size (100 employees) making generalisation more difficult. Moreover, Gan and Yusof (2018) reviewed several studies in the POJ – OCB literature and reported that past studies have produced consistent findings that POJ positively and significantly predict OCB (e.g., Awang & Ahmad, 2015; Guh et al., 2013; Rauf, 2014; Shahzad et al., 2014; Zeinabadi & Salehi, 2011). Shahzad et al. (2014) for example studied the relationship between organisational justice and OCB among university staff in Pakistan. They selected 350

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respondents from six public universities. They reported that there was a significant positive link between organisational justice and OCB. They also found that collectivism positively moderated the organisational justice – OCB relationship in their model. However, it is worth noting that these cited studies were conducted in setting and among participants outside Africa. Therefore, testing a model involving the relationship between these variables – OCB and POJ – in an African setting and population is ideal. The present study seeks to contribute to the literature in this regard.

The finding is however not different from researches conducted in Africa. Garg et al. (2013) investigated whether perception of justice induces OCB. They randomly selected 200 managers from the banking and automobile industries in Benin to serve as research participant. They reported that POJ predicted OCB. Also, Nwibere (2014) conducted a study among staff randomly selected from universities in Niger Delta Region of Nigeria. A sample size of 245 staff members was selected and used in the study. The aim of the research was to examine the empirical relationship between POJ and OCB among university staff. Nwibere (2014) found that POJ has a strong and positive relationship with OCB. Furthermore, Odor et al. (2019) investigated the extent to which POJ predicts OCB among Ad hoc teaching staff of Delta State Polytechnic in Nigeria. They reported that there was a significant positive relationship between the components of POJ and OCB. They also reported positive relationship between OCB and the three dimensions of POJ respectively. Also, Badu and Asumeng (2013) investigated how employees' POJ affect their performance of OCB. They conveniently selected 147 employees of insurance firms in Ghana (Tema and Accra) to serve as study participants. They reported a significant positive relationship between employees' POJ and OCB. Also, they found that employees' decisions to participate in OCBs are driven more by their perception of interactional justice than distributive and procedural justice. It can be observed that most of the above – mentioned studies were conducted in non – educational setting and population. The few ones conducted in educational settings were conducted in cities and among university staff. Data on research among basic and secondary (high) school teachers in rural areas

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in Africa on the relationship between POJ and OCB is missing or scanty. The current study examines the relationship between these variables among basic and secondary school teachers in a rural setting in Ghana.

Nonetheless, organisational justice has emerged as a key predictor of organisational citizenship behaviour, and many studies have reported that the two constructs have positive relationship between them (e.g., Ball et al., 1994; Greenberg, 1986; Nwibere, 2014). Additionally, there are empirical pieces of evidence that support the relationship between composite fairness and OCB (Badu & Asumeng, 2013; Niehoff & Moorman, 1993; Williams, et al., 2002). In view of this, there is every possibility to assume that perceived organisational justice among teachers would significantly and positively predict organisational citizenship behaviour.

2.3.2 Perceived Organisational Justice (POJ) and Organisational Commitment (OC)

Organisational justice affects a lot of behaviours and attitudes in the organisation (Jilani, 2019; Konovsky, et al., 1987; Williamson & Williams, 2011). Many researchers have found positive relationship between perceived organisational justice (POJ) and organisational commitment (OC) (e.g., Jameel et al., 2020; Lemons & Jones, 2001; Nnaji – Ihidinmah et al., 2020). The theoretical explanation for the relation between POJ and OC is derived from Blau's (1964) theory of social exchange and Gouldner's (1960) theory of reciprocity of norms. When the organisation is fair to the employee in distribution, procedures, and interactions, the employee feels that it is the norm to reciprocate such good deeds by remaining and increasing commitment to the organisation. By extension, one can argue that teachers' commitment to their schools would increase when the school is fair to them in distributions, procedures, and interactions. The teacher would feel that it is the norm to reciprocate such good deeds by increasing commitment to the school.

Quite a number of studies have found positive relationship between POJ dimensions and organisational commitment. Procedural justice is positively and significantly related to OC (Cohen – Charash & Spector, 2001; Colquitt et al., 2001; Masterson et al., 2000). Paré and Tremblay (2007) also reported a positive relationship between procedural justice and affective commitment. Also, distributive justice has a significant impact on OC (Hassan, 2002; McFarlin & Sweeney, 1992; Randall & Mueller, 1995). Otto and Mamatoglu (2015) reported that interactional justice and OC are positively related. These findings make it plausible for the present study to test whether perceived organisational justice will positively and significantly predict organisational commitment among teachers.

Also, the composite effect of POJ dimensions on OC has been researched. It has been established that POJ directly, significantly, and positively influence OC (Rezaiean et al., 2010). Yadav (2017) sampled 328 employees from public sector banks in Uttar Pradesh, India, and tested the relationship between OC and POJ and its three dimensions. The results indicated that POJ and its three dimensions significantly predicted OC. Thus, employees with high POJ were more likely to display high OC. Again, Bakhshi et al. (2009) randomly selected 128 employees of medical college in India for their study which aimed at exploring the relationships between POJ, OC, and job satisfaction. They reported a significant relationship between procedural justice and OC, as well as between distributive justice and OC. Also, Jameel et al. (2020) conducted research to find out the relationship between organisational justice and organisational commitment among teachers in Iraq. They selected 98 teachers from eight public secondary schools to serve as respondents. They reported that organisational justice dimensions have positive and significant relationship with organisational commitment. It could however be observed that the sample size used for analysis was too small even though the study serves as a guide for further studies into these variables in developing countries. Nonetheless, the findings of these studies lead to a plausible prediction that perceived organisational justice would have positive and significant predictive relationship with

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organisational commitment among teachers. That is, teachers would increase their commitment levels to their schools when they perceive that the school is fair to them in terms of distributions, procedures, and interactions.

In addition, Majekodunmi (2015) conducted a study among 250 employees randomly selected from manufacturing firms in Ibadan, Nigeria. He found that each dimension of POJ (distributive, procedural, and interactional) was significantly related to OC. Again, Nnaji – Ihidinmah et al. (2020) investigated the relationship between fairness and organisational commitment among industrial workers in Nigeria. They selected 220 employees from 14 construction companies to serve as study respondents. They found that procedural justice and interactional justice were significantly related to organisational commitment. However, they found that distributive justice had no significant relationship with organisational commitment. Also, research conducted in Ghana by Abasimi et al. (2014) aimed to examine whether POJ is related to commitment of survivors of layoffs in Ghana. A sample size of 219 was used, and the results was that procedural justice positively and significantly relate with affective commitment but did not relate to normative and continuance commitment. Once again, these studies were conducted among samples drawn from non – educational settings. The present study seeks to contribute in filling this gap by examining data from basic and high schools in rural communities in Ghana.

Nonetheless, the above studies indicate that POJ is an important predictor of OC. Thus, if workers see the organisation as fair in its distribution, procedures, and interactions, they are more likely to show high levels of affective, continuance, and normative commitment. It was therefore predicted that teachers' POJ would have positive predictive relationship with OC.

2.3.3 Organisational Commitment (OC) and Organisational Citizenship Behaviour (OCB)

Meyer and Allen (1997) opined that employees who have solid commitment would perform more organisational citizenship behaviour (OCB) than those with frail commitment. Organisational commitment was very meaningfully related to extra-role behaviours (Ricketta 2002), and significantly associated with OCB (Organ & Ryan, 1995). Allen and Meyer (1990) and Meyer and Allen (1991) defined organisational commitment as a psychological relationship between the organisation and employees, decreasing turnover in the organisation. Organisational commitment has been cited many times as an antecedent of OCB. There are numerous studies that support the link between organisational commitment and OCB. It has been argued that employees who are devoted are more likely to engage in behaviours that benefit the organisation (Paul et al., 2016). The social exchange theory (Blau, 1964) has been found to support the positive relationship between organisational commitment and OCB. The theory explains that employees that have had favourable interactions with the organisation will reciprocate with higher levels of commitment and also contribute in other ways, such as displaying higher levels of OCB (Cohen & Keren, 2008). Consequently, the underlining assumption for the current study is that teachers who have had positive exchanges with their schools would “repay” their schools with higher commitment and also contribute in other ways, such as demonstrating higher levels of organisational citizenship behaviour.

Organisational commitment is a combination of three components: affective, continuance, and normative commitment (Meyer & Allen, 1991). However, most research in the field of organisational commitment at the workplace tends to assess only one aspect of commitment, affective commitment (Cohen, 2007), and therefore found its influence on employee outcomes to be stronger. Meta – analysis by Organ and Ryan (1995) and LePine et al. (2002), for instance, found that affective commitment has a strong relationship with OCB. Moreover, Zehir et al. (2012) conducted research and found that employees with a strong affective commitment have an

emotional connection to the organisation and are often willingly engaged in organisational activities. Also, affective commitment has a significant positive correlation on OCB (Kazemipour & Amin, 2012). Affective organisational commitment has a positive relationship with OCB (Hausknecht et al., 2008). Nonetheless, there are a few studies done in different cultures and contexts which have established that continuance commitment and normative commitment predict employee outcomes better than affective commitment does. For example, Chiu and Hong (2007) stated that the influence of normative commitment was greater in a collectivist society. Also, it was indicated by Cohen and Karen (2008) that employees who have strong normative commitment have a higher possibility to perform OCB. This is because the employees considered it as the right thing to do. Moreover, Kuehn and Al-Busaidi (2002) found that normative commitment is a significant predictor in sample drawn from a non – Western context. These studies examined the influence of either one or two dimensions of OC on OCB. Nonetheless, the findings are quiet enough evidence for the prediction that the composite effect of organisational commitment of organisational citizenship behaviour among teachers would be positive and significant.

Besides, the influence of OC, as composite of normative, continuance, and affective commitment, on OCB has been studied. In a study conducted by Salehi and Gholtash (2011) among university teachers in Iran, it was reported that OC positively influence OCB. Similarly, there are several studies in the literature that have found a link between organisational commitment and OCB (e.g., Benjamin, 2012; Bishop & Scott, 2000; Cohen et al., 2012; Ucanok & Karabati, 2013; Williams & Anderson, 1991; Xerri & Brunetto, 2013).

Based on the above discussion, it is evident that the influence of organisational commitment on OCB is mixed on dimensions and composite among different cultures. That notwithstanding, the current study explored the composite impact (all the three dimensions) of organisational commitment on OCB. Research has shown that organisational commitment has a positive

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influence on OCB. For instance, Rezaiean et al. (2010) reported that organisational commitment has a direct, positive, and significant impact on citizenship behaviour. It was therefore theorised in the present study that teachers who were highly committed would display high levels of OCB participation.

2.3.4 The Mediating Role of Organisational Commitment (OC) in the Relationship between Perceived Organisational Justice (POJ) and Organisational Citizenship Behaviour (OCB)

The studies discussed above point towards the likelihood of having a relationship between POJ and OCB. However, the process by which POJ exercises an impact on OCB has not been adequately examined, especially in the setting of this study. The pieces of evidence so far discussed in this review indicate that POJ can have a positive effect on OCB (e.g., Makhdoom et al., 2016; Niehoff & Moorman, 1993; Williams et al., 2002; Wong et al., 2004), and the propensity of workers to participate in OCB can be enhanced by increased employee commitment (Kim, 2014; Lehmann – Willenbrock et al., 2013). However, the interest of this study was to find out whether OC would mediate the POJ – OCB relationship. Moreover, Norman et al. (2010) have encouraged research into the mediating role of organisational commitment in employee – organisation relationships (EOR) outcomes. Some researchers have explored and confirmed organisational commitment as a mediator (e.g., Kim, 2014; Liu, 2009; Paul et al., 2016; Rezaiean et al. 2010;). Kim (2014), for example, among other things, examined whether affective commitment would mediate the relationship between work – life balance and in – role performance among a sample of 293 Korean workers. The results confirmed that affective commitment mediates the relationship between work – life balance and in – role performance.

Related to this current study in particular, Rezaiean et al. (2010) reported that the mediating influence of OC in the POJ – OCB relationship was confirmed in their model. They further concluded that by confirming the mediating role of organisational commitment, organisational

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justice has an indirect, positive, and significant impact on OCB. The relationship is thus strengthened by the mediator. Research has indicated that affective organisational commitment, in particular, has a crucial mediating function and a direct positive link with OCB (Farzaneh et al., 2014; Lavelle et al., 2009).

Also, Makhdoom et al. (2016) explored the impact of POJ, organisational trust and job satisfaction on OCB among a sample of 250 employees drawn from banks operating in Pakistan. They also tested the mediating impact of OC on the relationship among the various study variables. They reported a significant predictive relationship between POJ and OCB. Thus, POJ significantly and positively predicted OCB. Their results also showed a marginal and significant mediating influence of organisational commitment on the relationships among the study variable, including the POJ – OCB relationship. This is a positive indication that the mediation impact of organisational commitment on the relationship between POJ and OCB could be significant in the current study.

Again, according to Allen and Rush (1998), affective organisational commitment mediated the links between antecedent variables and OCB. In another research, Unal (2013) confirmed that affective organisational commitment mediates job satisfaction – OCB relationship. That notwithstanding, the current study argues that all the three dimensions of OC could have a prominent say in explaining the POJ – OCB relationship. The mediating influence of OC on the relationship between perceived organisational justice (interactional, distributive, and procedural) and OCB was thus explored in this study. Furthermore, Paul et al. (2016) argued that employee – organisation relationship (EOR) outcomes that help employees to elicit positive emotions allow employees to uphold the psychological contract and develop a bond with the organisation (organisational commitment). Employees that are attached to the organisation are more willing to participate in organisational activities, such as OCB. Based on this argument, and others already

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advanced in this section, it is further argued for the current study that POJ is transferred to OCB through organisational commitment.

2.3.5 The Moderating Effect of Tenure on the Relationship between Perceived Organisational Justice (POJ) and Organisational Citizenship Behaviour (OCB)

Researchers over the years have examined the moderation effect of participants' demographics on the relationships among various psychological constructs (e.g., Giraldi & Ana Ikeda, 2009; Leonidou et al., 2013; Ling-Yee, 1997). The current study however takes interest in the moderating effect of two demographic variables, tenure and gender, on the relationship between POJ and OCB.

First of all, tenure in this study refers to an employee's duration of service with an organisation (Ng & Feldman, 2011). According to Ng and Feldman (2010), researchers have not completely understood the theoretical mechanism by which organisational tenure influences work behaviours. However, several studies provide empirical evidence that tenure can moderate well – known relationships (e.g., Avery et al., 2011; Gkorezis et al., 2011; Ng & Feldman, 2011). Gkorezis et al. (2011), for instance, conducted a study among U.S service employees working in dinner houses. They used a sample of 101 employees from four dinner houses for the study. Almost 40% of the respondents had worked for their current employer for less than a year. The results were that tenure moderated the relationship between leaders negative, as well as positive, humour and employees' psychological empowerment; in that the bond was stronger for employees with short organisational tenure than employees with long organisational tenure. This study reveals that at least tenure can moderate links between some variables in employee – organisation relationship (EOR).

In a related study conducted by Agarwal and Bhargava (2013), tenure is reported to moderate psychological contract breach and affective commitment relationship. Also, it has been asserted by

Ng and Feldman (2011) that high – tenure workers would have stronger social capital, and therefore consider justice as key in determining outcomes whereas low tenure employees are more concerned with their personal adjustment, such as role clarity, social acceptance, and self-efficacy (Bauer et al., 2007), and are thus less attentive to other viewpoints (Gkorezis et al., 2011), such as justice. Thus, tenure has a positive relationship with POJ. Furthermore, Ohana, (2014) found that tenure positively moderated the link between affective commitment and the dimensions of POJ; in a manner that when tenure is high, the relationship is stronger than when it is low. This, he argued, is due to the fact that organisational tenure tends to result in the establishment of an affective attachment between the individual and the organisation where they work. Will tenure have same or similar moderating influence on POJ – OCB relationship? This question is worth exploring in the current study.

A small amount of empirical research on the tenure – OCB relationship has been conducted thus far (Yadav & Rangnekar, 2016). Rowe (1988) found a relationship between OCB and tenure. Uçanok (2009) noted that tenure is important in aiding the understanding of the dynamics underlying OCB behaviours and developing organisational strategies. According to Turnipseed and Murkison (2000) there is a direct relationship between organisation tenure and positive emotions towards the employer and these feelings may lead to some form of OCB. Rego and Cunha (2008) found significant correlation between tenure and some dimensions of OCB, as well as some dimensions of justice. Ng and Feldman (2010) in a meta – analysis reported that tenure predicts OCB, at least in the first three years of employment. However, Meyer and Allen (1984) opined that the tenure – OCB relationship would not be solid. They argued from the background that employees with low tenure have less experience and therefore have less employment alternatives than employees with high tenure and high experience. The former would therefore engage in more OCB but as tenure increases, OCB would decrease. Likewise, Agyemang (2013) reported that the relationship between

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bankers' organisational tenure and OCB was not significant, in a study conducted among 152 respondents drawn from the banking industry in Ghana.

Notwithstanding, other research findings point out that tenure positively moderates the relationship between OCB and other constructs. For example, Ng and Feldman (2011) reported that the OC – OCB relationship was moderated by tenure. Also, Delle and Kumassey (2013) reported that organisational tenure had a significant moderation effect on the relationship between organisational culture and OCB; such that the relationship is stronger for employees with long organisational tenure than for employees with short organisational tenure.

However, Ng and Feldman (2011) found both positive and negative moderating effect of tenure on the OC – OCB relationship. Thus, they reported that the findings confirm the prediction that the moderating influence of organisational tenure in the commitment–OCB relationship is positive, with the relationship being stronger for those with higher organisational tenure. Their findings further confirm their hypothesis that organisational tenure negatively moderates the influence of affective organisational commitment on OCB, with the relationship being weaker for those with longer tenure. However, they concluded that the moderating effect of tenure as reported in the literature is curvilinear in nature. That is, the strength of the commitment – OCB relationship rises as organisational tenure increases up to a certain threshold, but then declines after that inflection point is achieved (Ng & Feldman, 2011).

The above discussions bring to the fore that the findings of the direction of the moderation effect of tenure are mixed; there are both negative and positive effects. Based on this, the current study, though predicts that tenure would moderate the POJ – OCB relationship, the direction of the effect would be determined after analysing the data thereof, and therefore leaves it to be exploratory. This is particularly justified since the population of the study is a less, if not unexamined context with

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respect to the combination of the variables under study, especially in Africa, and particularly in Ghana.

2.3.6 The Moderating Effect of Gender on the Relationship between Perceived Organisational Justice (POJ) and Organisational Citizenship Behaviour (OCB)

Researchers have looked into the expectations for performing organisational citizenship behaviour (OCB) and have found some evidence that it is a sex stereotyped behaviour (Allen & Jang, 2018). However, is there any difference in the extent males and females engage in OCB? According to the literature on the variables under study, gender predicts OCB (Kark & Waismel – Manor, 2005; Lovell et al., 1999). Organ and Ryan (1995) asserted that gender is a valid addition to any OCB prediction model. They argued that women are more likely than men to perform various forms of OCB. Moreover, Lev and Koslowsky (2012) pointed out that Organ and Ryan only claimed that gender would moderate OCB prediction model; they did not conduct any empirical study to test their claim or expectation. Lev and Koslowsky (2012) went further to test this hypothesis. They found that gender moderated the link between on – the – job embeddedness (ONJE) and OCB – the relationship was stronger for women than for men. Also, they observed that the anticipated directions were also confirmed. However, although Beauregard (2012) found that the positive relationship between self-efficacy and OCB was moderated by gender, the findings showed that the relationship was greater for men than for women. Interestingly, a study by Huei et al. (2014) found that neither gender nor tenure moderated the relationship between OCB and employee efficiency.

Apparently, the moderating influence of gender on the relationship between OCB and its predictors is mixed. After reviewing the comparatively few studies examining the moderating influence of gender on the relationship between OCB and its predictors, Allen and Jang (2018) made some careful conclusions. They concluded that there is substantial evidence that gender makes a difference in the strength of the association between OCB predictors and OCB among research that

have looked at gender as a moderator. Specific conclusions would be premature given the small number of research overall, with few multiple investigations of the same predictor. They, however, based on the evidence available, cautiously speculated that the work environment itself may produce greater OCB in males than in females, while dispositional factors may play a larger role for females. The apparently scanty and mixed empirical evidence on the moderating role of gender on employee – organisation relationships (EOR) make the phenomenon worth exploring in the present study.

In some studies, gender has been found to predict OCB (Kark & Waismel – Manor, 2005; Lovell et al., 1999). Watty – Benjamin and Udechukwu (2014) found significant gender differences in the performance of OCB, the relationship being stronger for males than for females. In others studies, no significant gender differences in the performance of OCB were found (e.g., Ang et al., 2003; Beauregard, 2012; Hogan et al., 2012; Lambert, Lovell et al., 1999). Though the result is still mixed, the current study predicted that the relationship between POJ and OCB would be moderated by gender, but whether the relationship would be stronger for males or for females was left to be exploratory since the combination of variables and the population under study was less examined, if not unexamined, context, especially in Africa, and particularly in Ghana.

2.3.7 Perceived Organisational Justice (POJ) Dimensions and Organisational Citizenship Behaviour (OCB)

Distributive justice is described by Homan (1961) as allocating resources. Furthermore, distributive justice relates to an employee's perception of the organisation's outcome as being fair (Folger & Cropanzano, 1998). Organisation's outcome may be distributed based on need, equity, or contribution (Laventhal, 1976). Furthermore, to ascertain the degree of fairness of such distributions, Adams (1965), and Campbell and Finch (2004) opined that employees make comparison with others. Researchers have established that distributive justice is evident in many

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areas, such as pay and promotion decisions (Folger, & Greenberg, 1985; Folger & Konovsky, 1989). From the perspective of social exchange, Alzayed et al. (2017) assert that employees follow distributive justice because they expect favourable outcomes proportional to their involvement in the organisation, such as time and effort (i.e., pay and benefits).

Tepper et al. (2006) defined procedural justice as employee's perception of how fairly the organisation and its representatives allocate decisions. It is the perception of fairness by workers about procedures that are used in organisations to produce outcome decisions (Nadiri & Tanova, 2010).

Interactional justice is the perception of the quality of the communications from decision makers to employees regarding explanation and implementation of formal justice procedures (Yilmaz, 2010). Colquitt et al. (2001) categorises interactional justice into two – interpersonal justice and informational justice. These two categories fall on employees' respect for one another, obedience to organisational rule and regulations and their perceptions of fairness in decisions (Karakose, 2014).

Naami and Shokrkon (2006) found empirical support for the claim that all three dimensions of perceived organisational justice have an active and direct effect on OCB. However, quite a number of studies have found that interactional justice plays a critical role in predicting OCB (e.g., Badu & Asumeng, 2013; Farahbod et al., 2012; Rego & Cunha, 2010). Rego and Cunha (2010), for instance, reported that among the three POJ components, interactional justice is the best predictor of overall OCB. Procedural justice has also been found to be a key determiner of OCB (Chiaburu & Lim, 2008; Cropanzano et al., 2002; Nadiri & Tanova, 2010). Other researchers have also found positive correlation between distributive justice and OCB (Colquitt et al., 2001; Ince & Gul, 2011; Nadiri & Tanova, 2010). Bies et al. (1993) reported that among the three dimensions of POJ, interactional justice is the best predictor of OCB. Studying the relationship between the dimensions

of perceived organisational justice and organisational citizenship behaviour was meant to throw more light in this area and to add to the literature evidence from a less examined context and population.

It can be observed from the literature that the relationships among OCB, POJ, OC, gender, and tenure have produced mixed results in terms of which dimensions have the best relationship, and the direction of the relationship. Also, the results are not so different across cultures. However, the relationships have not been tested or investigated much in educational setting, especially among teachers in basic and secondary schools in Ghana. Moreover, only a few researches have been conducted on OCB in educational setting in the last decade. For example, Atatsi et al. (2019) investigated Leader–member exchange, organisational citizenship behaviours and performance of Ghanaian Technical University Lecturers. They found that Leader – Member Exchange (LMX) is positively and significantly related to OCB. Apparently, the literature reviewed so far indicate that OCB performance leads to positive organisational outcomes and must therefore be encouraged in organisations.

2.4 STATEMENT OF HYPOTHESES

Based on the above review of relevant related studies, the following hypotheses were formulated and tested.

- H1:** Perceived organisational justice will significantly and positively predict OCB.
- H2:** Perceived organizational justice will relate positively and significantly with organisational commitment.
- H3:** There will be a significant positive relationship between organisational commitment and OCB.
- H4:** Organisational commitment will mediate the relationship between POJ and OCB.

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H5. (a) Tenure will moderate the relationship between perceived organisational justice and OCB.

(b) Gender will moderate the relationship between perceived organisational justice and OCB.

H6: Interactional Justice will account for more variance in predicting OCB than distributive justice and procedural justice respectively.



Figure 2. 1 is the conceptual model that summarises the relationships between the variables.

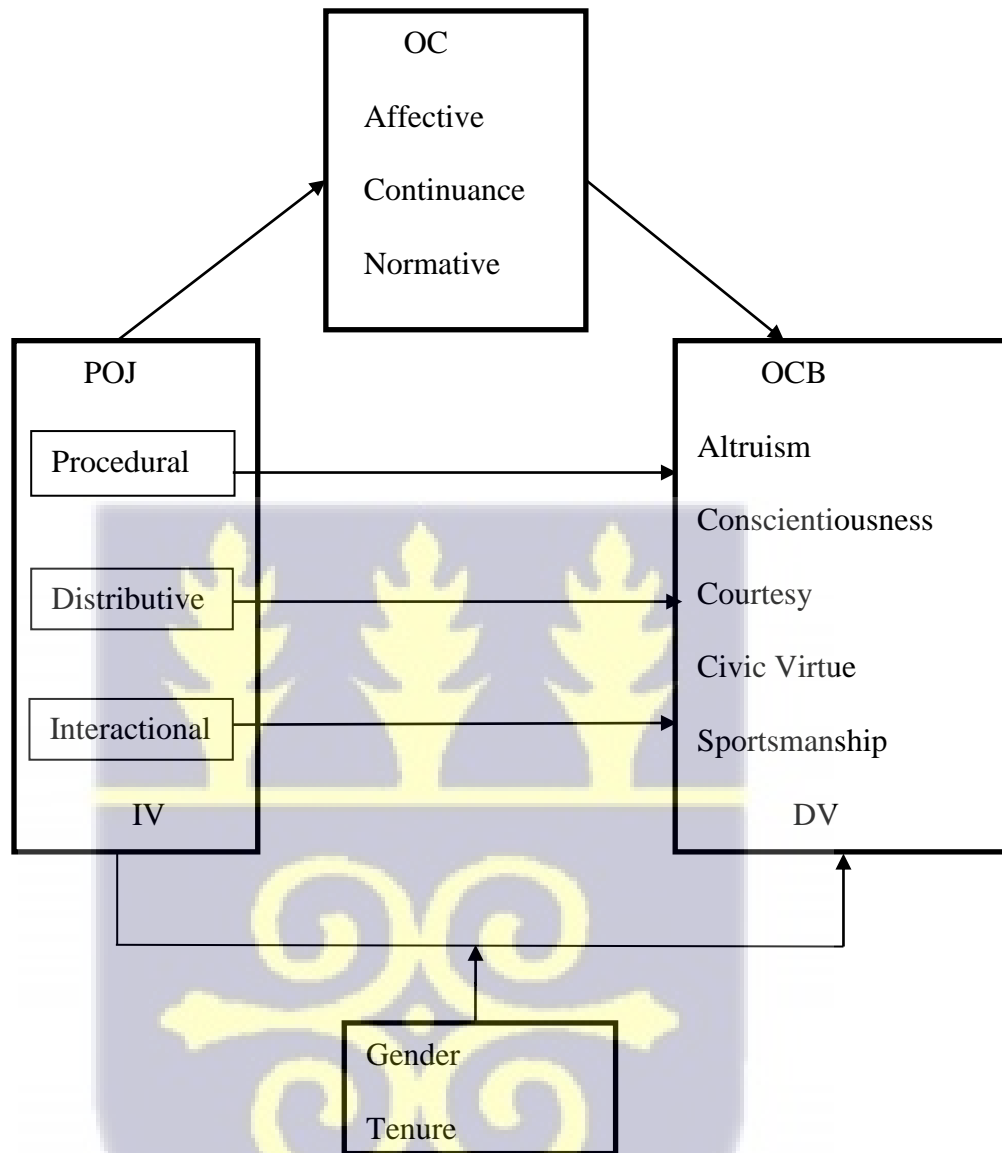


Figure 2.1: The hypothesised relationships among the variables

The hypothesised model / conceptual model illustrates POJ as the Independent Variable (IV) (Predictor variable), OC as the mediating variable, gender and tenure as moderating variables, and OCB as the dependent variable (DV) (outcome or criterion variable). It was predicted that there would be positive and significant relationships among the variables.

2.6 OPERATIONAL DEFINITION OF TERMS [University of Ghana http://ugspace.ug.edu.gh](http://ugspace.ug.edu.gh)

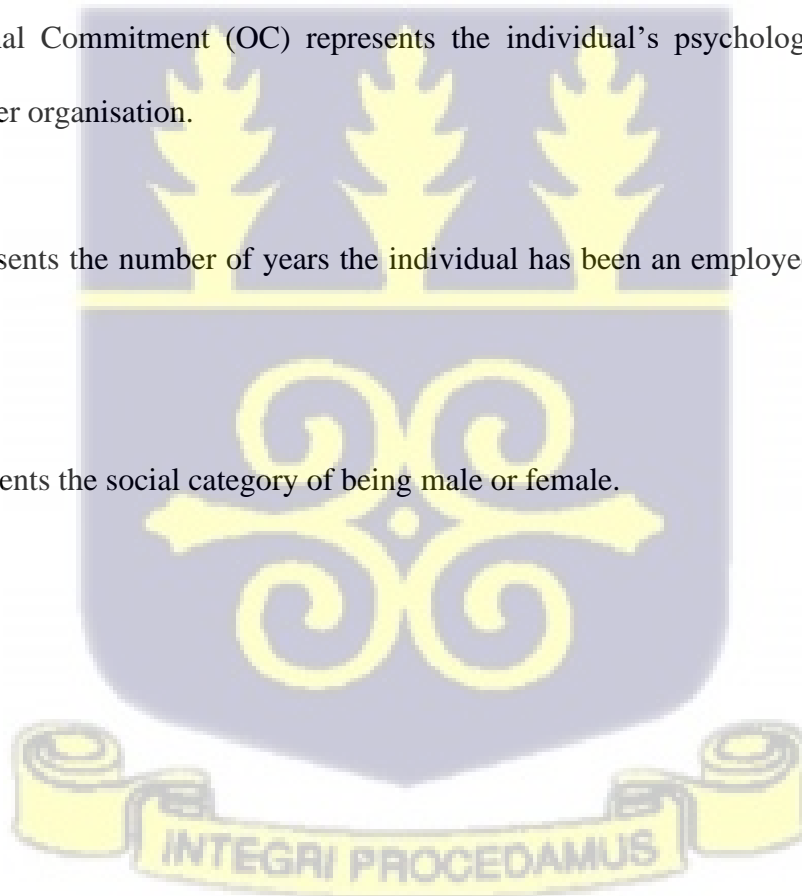
i. Organisational Citizenship Behaviour (OCB) represents the individual's work behaviour that is discretionary, which is outside his / her job description, and not part of the formal reward system of the school and GES.

ii. Perceived Organisational Justice (POJ) represents the employee's view on how fair decisions are made on rewards, fairness in the distribution of those rewards, fairness in the formal decision-making procedure, and fairness in supervisor – employee interactions, as indicated on the POJ scale.

iii. Organisational Commitment (OC) represents the individual's psychological attachment and loyalty to his / her organisation.

iv. Tenure represents the number of years the individual has been an employee of the organisation (GES).

v. Gender represents the social category of being male or female.



METHODOLOGY

3.1 INTRODUCTION

The chapter consists of the description of how the research was conducted. It presents the description of the population of study, sampling technique, and sample size, instruments for data collection, research design and procedure used. It also presents statistical analysis technique and ethical issues that were considered for the study, as well as a summary of the pilot study conducted.

3.2 RESEARCH DESIGN

A research design, according to Kerlinger (1986), is a plan and framework that allows a researcher to study a research problem and question in order to find accessible solutions or answers. The current research used cross – sectional quantitative survey method for data collection in order to accomplish its purpose of investigating the effect of perceived organisational justice (POJ), organisational commitment (OC), as well as gender and tenure on organisational citizenship behaviour (OCB). A cross-sectional survey creates a "snapshot" of a population at a specific period (Cohen et al., 2005), and it also allows for generalisation to an entire population if respondents are sampled appropriately from the population under study (Bartlett, 2005).

3.3 PROCEDURE

According to Bartlett (2005), it is appropriate that a five - step procedure (process) is followed in a survey research design. This process consists of defining the purpose and objective of the study, deciding on the sample, creating the research instrument and pre – testing it, contacting the respondents, and collecting and analysing data. This process was adopted and followed for the current study.

Two major stages were involved in this study: a pilot study and the main study. As part of normal procedure for research and also for the purpose of establishing the credibility and authenticity of the research to the institutions from which data was collected, letter of introduction was taken from the Department of Psychology, University of Ghana, and also ethical clearance was sought and was granted by the Departmental Research and Ethics Committee (DREC), Department of Psychology. The introduction letter and ethical clearance were sent to Ghana Education Service (GES), Offinso South Municipality for further permission to go to the schools within the Municipality to collect data. In July, 2020, when school resumed after COVID – 19 lockdown, the Municipal Director of Education granted the researcher the permission for the purpose therein. Upon reaching the schools, the letters of introduction from both GES and the Department of Psychology, as well as the ethical clearance letter were inspected and acknowledged by the heads of the sampled schools. The study and its ethical considerations were explained to the teachers. Convenience sampling technique was then employed to get the study participants. Those who agreed to be part of the study were given consent forms to sign to show their agreement to take part in the research. This was done for both the pilot and the main studies respectively.

3.3.1 Pilot Study

In order to test all the measures / scales, a pilot study was carried out before they were used for the main study. The piloting was done among and within the same population from whom data was collected for the main study.

Three different instruments were adopted, adapted and combined for the current study: Podsakoff et al. (1990) organisational citizenship behaviour scale (OCBS), perceived organisational justice scale (POJS) developed by Niehoff and Moorman (1993), and organisational commitment scale (OCS) developed by Meyer and Allen (1997). These instruments were developed and validated, and its reliability tested within samples outside Ghana. Therefore, a pilot study was carried out to

determine the psychometric characteristics of the scale and to adapt it to the Ghanaian setting. Thus, the aim of the pilot study was to test the accuracy and suitability of the different scales on the Ghanaian sample. Also, the pilot study was carried out to verify the clarity and transparency of the items on the scales. That is, in order to make the scale more familiar to the Ghanaian context and minimize uncertainty and improve understanding, the pilot study was conducted to verify the wording and terminology used.

A total of 65 copies of a four – page questionnaire were issued out to teachers to fill. In a period of one week, 56 questionnaires were received, representing 86.2% response rate. Out of the 56 completed questionnaire received, 50 were usable, representing 89.3% of the questionnaires received, and 76.9% of the total questionnaire issued. Thus, 50 correctly filled questionnaires were used for the pilot study.

High internal reliability coefficients (Cronbach's alpha values) were recorded, indicating that the scales were reliable. OCB scale produced Cronbach's alpha value of .82 ($\alpha = .82$), that of OC scale was .87 ($\alpha = .87$), and POJ scale yielded .95 ($\alpha = .95$). The internal reliability coefficient of each subscale of POJ, which was needed for testing one of the hypotheses, was calculated: Distributive Justice was .76 ($\alpha = .76$); Procedural Justice was .87 ($\alpha = .87$); and Interactional Justice was .94 ($\alpha = .94$) respectively. According to Nunnally (1978), a Cronbach's alpha value of .70 or above is acceptable.

Comments made by participants, both in person and on the returned questionnaires, informed some amendments on the final questionnaire, especially in terms of diction, grammar and syntax. For example, on the OCB scale, the word “conscientious” used by the developers in item 23 was replaced with “meticulous” in the pilot study and further with “meticulous / hard – working” in the main study.

3.3.2 Main Study

Data collection for the main study was done by the researcher alone. As part of measures to stop the spread of COVID – 19, minimum contacts between persons were adhered to. Therefore, the schools' authorities would allow only the researcher to enter and exit the school premises.

As indicated above, the study and its ethical considerations as well as measures to ensure confidentiality of responses (data) and identity were explained to the participants. The questionnaires for the research and consent forms were then given to those who were willing to participate. All the participants signed the consent forms to indicate their consent to serve as research participants.

In all, 600 copies of a four – page questionnaire were issued out to participants. They were given ample time, a maximum of one week, to complete and return the questionnaires. The data collection for the main study lasted for six (6) weeks. At the end of the data collection, 521 questionnaires were received, representing 87% response rate. Out of the 521 completed questionnaire received, 492 were usable, representing 94% of the questionnaires received, and 82% of the total questionnaire issued. Thus, 492 questionnaires were used for the main study.

According to Babbie and Mouton (2001), a response rate of 50% is sufficient for analysis but a response rate of 70% or above is very good for analysis. It can therefore be concluded that 82% response rate for the current study was better for accurate analysis of data. Consequently, the Statistical Package for Social Sciences (SPSS) was used on the 492 usable questionnaires to perform effective statistical analysis.

Data should be collected in an objective, systematic, and repeatable manner (Lacey, 2010). Robson (2007; 2014) suggests that in order to get answers to research questions, a researcher should use the easiest way to collect data, but at the same time not to collect data more than needed. The information for this research was gathered from primary sources. “Data that are collected for research from the actual site where the events took place constitutes primary data” (Sekaran, 2006). The primary data for this study was obtained by means of structured and closed – ended questionnaires.

3.5 STUDY POPULATION

The population of a study, according to Creswell (2003), is a finite number of units, such as individuals or the actual population that is investigated and surveyed. The population of the current study was all teachers in public basic and secondary schools in the Offinso South Municipality in the Ashanti Region of Ghana.

The choice of this study population is mainly from the background that most research that use teachers as participants are done in the major cities, regional capitals and metropolis, namely Accra, Kumasi, Sunyani, Cape Coast, Tamale and Takoradi. Smaller towns, districts, and municipalities are rarely considered. The choice of Offinso South Municipality as the study setting, and the teachers therein as the study population is to help bridge the gap and reduce the disparity in that regard.

As at the time of this study, the public schools in Offinso South Municipality were made up of fifty – eight (58) primary schools, fifty – two (52) junior high schools (JHS), and three (3) senior high schools (SHS). In all, the municipality had 113 public schools. The teacher population in the municipality was 1,517; consisting of 654 females (43.2%) and 860 male (56.8%) respectively.

Though the municipality can also boast of 101 private schools (Primary, JHS, and SHS), teachers in these schools and the schools themselves were excluded from this study and therefore do not form part of the study population and setting respectively.

3.6 SAMPLE SIZE AND SAMPLING PROCEDURE / TECHNIQUE

Working with samples instead of large target populations is more realistic and economical (Aboagye, 2015). A portion of the population from which the data is gathered is referred to as the sample (Easterby – Smith et al., 2008). On the other hand, According to Polit and Beck (2010), sampling is the process by which researchers choose a percentage of the target population to represent the complete unit as the study population. The sample size must be adequate and representative of the population. Sproull (2003) indicated that selection bias is a possibility if the sample is not representative of the population.

In order to pick the research sample, the present study employed both probability and non – probability sampling techniques. The schools in the Offinso South Municipality that took part in the study were chosen using a simple random sampling technique. 52 out of the number of public primary, and junior high schools share same premises / compounds. Forty (40) out of these 52 compounds (a combination of a Primary school and a JHS on one compound, and therefore as one unit) were randomly selected to be part of the study. Thus, the name of each of these 52 schools (compounds) was written on a separate piece of paper, folded and placed in a bowl for random picking. After shuffling the folded papers in the bowl, ten people were called to draw from the bowl four times each, with each draw picking one paper. This process gave the list of basic schools that took part in the study. Also, following the same simple random sampling procedure, two (2) out of the three (3) public senior high schools in the municipality were selected and included in the study. Thus, forty – two (42) schools were selected to be part of the study.

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Furthermore, the actual participants / respondents for the study were then selected using convenience sampling technique. Convenience sampling technique allows for the use of available and interested participants for the study (Zechmeister et al., 2009). This was necessary because at the time of data collection for this study, the schools had been reorganised to reduce the number of teachers present at school on each day, as part of measures to stop the spread of the Corona Virus Pandemic (COVID – 19). Though convenient, the researcher visited each school five times – Monday, Tuesday, Wednesday, Thursday, and Friday – purposely to ensure that each teacher gets equal opportunity to be part of the study since each teacher was scheduled to attend school on two different days in the week.

Eventually, the current study used 492 teachers from primary, junior high and senior high schools in the Offinso South Municipality as research respondents (sample size). Sample size was calculated based on many factors including the size of the population under study, the level of significance required (margin of error), and the confidence interval required (Fox et al., 2009). For a population of 1000 or above, at a maximum of 5% margin of error, and a minimum of 95% confidence interval, a minimum sample size of 350 is recommended (Fox et al., 2009). Consequently, a sample size of 492 out of a population of about 1,514 was good for analysis.

Finally, it is worth mentioning that only professional and non-professional teachers in public basic (primary and JHS) and secondary (SHS) schools in the Offinso South Municipality were included in the study. Teachers in private schools were excluded. Also, National Service and NABCO personnel, as well as teachers who had taught for less than one year were excluded from the study.

Descriptive analysis of the study sample is presented in table 3.1 below:

Table 3.1
Demographic Characteristics of participants

Variables	Frequency	Percentage
Gender		
Male	285	57.9
Female	207	42.1
Total	492	100
Marital Status		
Single	201	40.9
Married	287	58.3
Divorced	2	0.4
Widowed	2	0.4
Total	492	100
Educational Level		
Certificate	2	0.4
Diploma	134	27.2
Degree	318	64.6
Masters	38	7.7
Total	492	100
Professional Studies		
Professional	471	95.7
Non-Professional	21	4.3
Total	492	100
Level Taught		
Primary	85	17.3
JHS	261	53
SHS	146	29.7
Total	492	100
Rank		
Deputy Director	9	1.6
AD I	21	4.3
AD II	99	20.1

PS	215	43.7
Senior Supt I	64	13
Senior Supt II	85	17.3
Total	492	100
Additional Responsibility		
House Master/Mistress	22	4.5
Form Master/Mistress	189	38.4
HOD	44	8.9
Other	62	12.6
Non-Applicable	175	35.6
Total	492	100
Tenure		
Low Tenure	266	54.1
High Tenure	226	45.9
Total	492	100

Table 3.1 shows the demographic characteristics of participants. The table reveals that more than half of the teachers were males. It was also found out that 58.3% of the teachers were married whereas 40.9% were single. It was further noted that 64.6% of the teachers were degree holders. Moreover, it was found out that majority of the teachers (n = 471, 95.7%) had professional studies in teaching. Again, it was noted that about half of the teachers taught JHS students.

3.7 RESEARCH INSTRUMENTS / MEASURES

A research instrument is a data collection tool that is also used to assess knowledge, attitudes, and abilities (Parahoo, 2014). Standardised questionnaire was used to collect primary data for the study. Sekaran (2000) postulated that the questionnaire is an effective instrument for data collection if only the researcher knows precisely what is required and how to measure the variables involved. All the measures used in this study were questionnaires that have been used by previous studies and have shown to have good psychometric properties. These scales were however adapted to fit the

Ghanaian setting. A four-part questionnaire was thus used. Below is a description of each of the four sections.

Section A: Personal Information

A questionnaire was designed to collect demographic characteristics that were of interest to the research. This included gender, marital status, highest educational level, professional status, tenure (number of years with GES), school level (primary, JHS, or SHS), rank, additional responsibility and age (in years),

Section B: Organisational Citizenship Behaviour (OCB)

Organisational citizenship behaviour (OCB) was measured by adapting the five – dimensional OCB scale developed by Podsakoff et al. (1990). The five dimensions that make up this scale are altruism, conscientiousness, courtesy, civic virtue, and sportsmanship. This OCB scale has twenty – four (24) items measuring OCB on a seven – point Likert scale with anchors ranging from (1) “Strongly Disagree” to (7) “Strongly Agree.” On this scale, higher scores imply higher performance of organisational citizenship behaviour and the vice versa.

For the five dimensions, Podsakoff et al. (1990) recorded a reliability value ranging from .70 to .85. Also, MacKenzie et al. (1991) reported similar reliability values ranging from .70 to .84 for the five dimensions. Another study by Allen et al. (2000) found a good internal consistency reliability figures for the subscales ranging from .72 to .89. Also, Babcock – Roberson and Strickland (2010) and Argentero et al. (2008) reported Cronbach’s alpha value of .85 and .84 respectively for the whole scale. This scale was therefore an ideal scale for this study. However, the researcher conducted a pilot study to test its reliability in the current population.

Items on the original scale by Podsakoff et al. (1990) include 'helps others who have heavy workload', 'does not abuse the right of others', 'consumes a lot of time complaining about trivial matters', 'does not take extra breaks', 'keeps abreast with changes in the organisation' (representing altruism, courtesy, sportsmanship, conscientiousness, and civic virtue respectively). The items are written in the third person verbs, indicating that they are not self – rated in nature. Since my approach was to use self-rated scales, I made some adaptations to the items using first person pronouns and verbs. For example, 'I help others who have heavy workload', 'I do not abuse the right of others', 'I consume a lot of time complaining about trivial matters', 'I do not take extra breaks', and 'I keep abreast with changes in the organisation'. This ensured that the questionnaire and responses answered my research questions appropriately. Finally, all negatively worded items were reversed scored. The reliability coefficient (Cronbach's alpha) value found in the current study was .91 ($\alpha = .91$).

Section C: Perceived Organisational Justice (POJ)

Perceived organisational justice (POJ) was measured using organisational justice scale (OJS) developed by Niehoff and Moorman (1993). This measure has twenty (20) items measuring POJ on 7 – point Likerrt scale with anchors ranging from 1 “strongly disagree” to 7 “strongly agree”. High reliability coefficient alpha values have been reported for this scale (E.g., Forent & Love, 2008: $\alpha = 0.97$ for distributive, 0.95 for procedural, and 0.94 for interactional; Niehoff & Moorman, 1993: $\alpha =$ above .90 for all dimensions). On this scale, higher scores indicate higher perception of justice (i.e., the organisation is perceived to be fair) and the vice versa.

Besides, this scale estimates distributive justice utilizing five (5) items surveying the fairness of various work results, including pay level, work plan, outstanding task at hand, and occupation duties (Niehoff & Moorman, 1993). Also, six (6) items are used to measure procedural justice on this scale. These items measure the extent to which job decisions including mechanisms that ensure

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the gathering of accurate and unbiased information, employee voice, and an appeals process are fair. (Niehoff & Moorman, 1993). Lastly, interactional justice, which is made up of nine (9) items measures the degree to which workers believe that their interests are taken into account and sufficient reasons have been made for work decisions (Niehoff & Moorman, 1993), employees respect for one another, compliance with the rules and regulations of the company and the fairness of decisions viewed by employees (Karakose, 2014), as well as the Perception of the quality of communications from decision-makers to workers concerning the clarification and application of structured procedures for justice (Yilmaz, 2010).

Examples of items on the organisational justice scale are “I think that my level of pay is fair”, “To make job decisions my supervisors collect accurate and complete information”, and “My supervisors explain very clearly any decision made about my job” (for distributive, procedural, and interactional justice respectively). Finally, there were no negatively worded items. The reliability coefficient (Cronbach’s alpha) value found in this study was .94 ($\alpha = .94$). High reliability coefficient (Cronbach’s alpha) values were recorded for POJ dimensions as well: Distributive Justice (DJ) was .72 ($\alpha = .72$); Procedural Justice was .86 ($\alpha = .86$); and Interactional Justice was .94 ($\alpha = .94$).

Section D: Organisational Commitment (OC)

Meyer and Allen's (1997) organisational commitment scale (OCS) was modified to measure OC. This measure is the revised version of the original 22 item scale developed by Allen and Meyer (1990), and it is made up of eighteen (18) items measuring OC on a 7 – point Likert Scale with anchors ranging from 1 “strongly disagree” to 7 “strongly agree” (Fields, 2012). High reliability coefficient alpha values have been reported for this scale, ranging from .76 to .88 for all the dimensions (e.g., Meyer & Allen, 1997; Wołowska, 2014). Finally, Meyer and Allen (2004) reported that there are variations in the number of items in using the OCS as a way of modification

for reducing scale length which therefore is important to test through pilot study. Therefore, a pilot study was conducted to find out how the adapted OCS by Meyer and Allen (1997) would work within the current population and sample.

Examples of items on the OCS are “I really feel as if this organisation's problems are my own”, “This organisation deserves my loyalty”, and “I feel that I have too few options to consider leaving this organisation.” Finally, all negatively worded items were reversed scored, for both pilot and the main study. The reliability coefficient (Cronbach’s alpha) value found in this study was .87 ($\alpha = .87$).

3.8 SCORING

OCB was scored by summing up the responses of participants on all the 24 items that make up the OCB scale. The responses ranged from 1= strongly disagree to 7= strongly agree. Five items – items 15, 16, 17, 18, and 19 – were reversed scored. Each participant can therefore score from a minimum of 24 (i.e., 1×24) through a maximum of 168 (i.e., 7×24). High scores indicate high performance of OCB.

Also, organisational justice scale (Niehoff & Moorman, 1993) which was used to measure perceived organisational justice (POJ) was scored by summing up all the responses of the participants on all the 20 items on the scale. Responses ranged from 1= strongly disagree to 7= strongly agree. There were no negatively worded items. Each respondent could therefore score from a minimum of 20 (i.e., 1×20) through a maximum of 140 (i.e., 7×20). High score indicates high POJ whereas low score indicates low POJ.

Furthermore, participants’ organisational commitment was assessed using OC scale developed by Meyer and Allen (1997). This scale has 18 items. Scoring was done by summing up respondents’

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scores on all 18 items. Responses ranged from 1 = strongly disagree to 7 = strongly agree. Four items – items 3, 4, 6 and 7 – were reversed scored. Each participant could therefore score from a minimum of 18 (i.e., 1 × 18) through a maximum of 126 (i.e., 7 × 18). High scores indicate high OC whereas low score indicate low OC.

3.9 ETHICAL CONSIDERATION

The American Psychological Association's (APA) ethical guidelines were adopted for this research. The APA (2002) ethics code outlines standards and principles to guide psychologists in the conduct of research Knapp and VandeCreek (2003). These standards and principles were adhered to and guided this study at every stage until the end.

First of all, letter of introduction was taken from the Department of Psychology, University of Ghana, and also ethical clearance was sought, and was given by the Departmental Research and Ethics Committee (DREC), Department of Psychology. In addition, institutional and individual informed consent was sought for from institutional heads and individual respondents respectively. This was also granted accordingly. Signed informed consent forms are now stored under key and lock separate from the rest of the study data.

Furthermore, other APA ethics that ensure the right of participants were followed. According to Bless and Higson – Smith (2000), a participant's ethical rights include the right to privacy and voluntary participation, as well as anonymity and confidentiality. Consequently, participants were assured of privacy, anonymity, and confidentiality of information and data. Respondents were informed of their right to discontinue their participation in the study at any point in time they would wish to quit. Respondents had the sole right to make their own voluntary decision to participate in the study and as such none was forced into it.

To further strengthened privacy and confidentiality, participants' personal details, such as name and address were not requested for on the questionnaire. The respondents' identities were still secured at all times. Information about the participants was kept confidential, away from the general public. Only the researcher and his supervisors had access to the data. The soft copy of the data is now stored in an SPSS format and kept in the researcher's email which is password protected. The hard copy of the data is stored in an enclosed area out of the reach of others, under key and lock. The data (both soft and hard copies) will be kept for at least ten years.



RESULTS

4.1 INTRODUCTION

The research was conducted purposefully to explore the link between perceived organisational justice (POJ), organisational commitment (OC) and organisational citizenship behaviour (OCB). A total of four hundred and ninety-two (492) teachers were used to serve as study participants. In order to analyse the data, the Statistical Package for Social Sciences (SPSS) version 23 was used. The preliminary analysis (descriptive statistics and correlation tests) and inferential statistics (regression tests) of the study are presented in this chapter.

4.2 Preliminary Analysis

Table 4.1
Summary of Descriptive Statistics of variables in the study

Variable	Mean	SD	Min.	Max.	Skewness	Kurtosis	Alpha
OCB	129.30	21.13	61	158	-1.19	1	.91
POJ	75.57	24.71	27	126	.30	-.73	.94
OC	107.00	19.02	25	107	-.02	-.68	.87
DJ	19.26	6.19	5	35	.014	-.65	.72
PJ	23.18	8.45	7	42	.228	-.81	.86
IJ	33.13	13.10	12	63	.291	-.91	.94
Tenure	11.50	7.37	1	34	.64	-.14	

Note: DJ = Distributive justice; PJ = Procedural Justice; Interactional Justice; OCB = organisational citizenship behaviour; POJ = Perceived Organisational Justice; OC = Organisational Commitment.

In conducting the preliminary analysis, the reliability analysis, descriptive statistics, tests of normality and assumptions of collinearity were done for this study. In terms of the reliability analysis, it was found out that all the variables were reliable. That is according to Field (2009), a scale is considered good and reliable when the reliability coefficient is above .80. Also, DeVellis (2003) recommends that for a scale to be considered good and reliable, it must have a reliability coefficient of .70 or above. From Table 4.1, all the reliability coefficient (Cronbach's alpha) values for the main constructs (OCB, POJ, and OC) were above .80, thereby indicating a good reliability of the various study variables. Also, the reliability coefficient (Cronbach's alpha) values for the subscales of POJ scale (DJ, PJ, IJ) ranged from .72 to .94.

Also, in testing for the normality of the data, the skewness and kurtosis of the study variables are normally considered. The skewness and kurtosis for this study is known to be within -1.19 to 1.00. This implies that the data is normally distributed since Garson (2012) opined that the skewness and kurtosis should be between -2 to +2 in order for data to be normally distributed.

Table 4.2 shows the inter-correlation matrix. The relationship between the study variables is indicated by the inter-correlation matrix. The Pearson Product Moment Correlation Coefficient was used to compute the correlations among the variables. The findings indicate that there is collinearity among the independent variables. This is one of the major assumptions that ought to be satisfied when conducting multiple regression analysis. That is, according to Tabachnick and Fidell (2012), it is important to ensure linearity between the different independent variables in multiple regression testing. They further highlighted that there should be no multicollinearity. That is, the independent variables should not be highly correlated. Thus, the correlation coefficient among the various independent variables should not be above .70. There was no violation of multicollinearity in this study (see table 4.2).

Table 4.2

Inter – correlation Matrix of Main Study Variable

Variable	1	2	3	4	5	6	7
1. OCB	-						
2. Perceived OJ	.17**	-					
3. Distributive justice	.12**	.73**	-				
4. Procedural justice	.16**	.93**	.59**	-			
5. Interactional Justice	.16**	.94**	.52**	.72**	-		
6. Org. Commitment	.16**	.53**	.37**	.44**	.55**	-	
7. Tenure	-.10	.08	.11*	.08	.05	-.10*	-

Note: * Correlation significant at the 0.05 level; ** Correlation significant at 0.01 level; *** Correlation significant at 0.001 level; OJ = Organisational Justice
 OCB = Organisational Citizenship Behaviour Org. = Organization

4.3 HYPOTHESES TESTING

The different hypotheses were examined in accordance with the methods of data analysis outlined in chapter 3.

Hypothesis 1: Perceived organisational justice will significantly and positively predict OCB.

In step 1 of the hierarchical multiple regression presented in Table 4.3, organisational citizenship behaviour was regressed on perceived organisational justice. It was observed that perceived organisational justice significantly predicted organisational citizenship behaviour ($\beta = .167, p < .001$). This implies that teachers who happen to have high organisational justice are more likely to perform organisational citizenship behaviours.

Hypothesis 2: Perceived organisational justice will relate positively and significantly with organisational commitment.

At the second step of the hierarchical multiple regression presented in Table 4.3, organisational commitment, the mediator, was regressed on perceived organisational justice. It was observed that perceived organisational justice significantly predicted organisational commitment ($\beta = .536, p < .001$). The results indicate that hypothesis 2 was supported by the data. This implies that teachers with high perceived organisational justice are more likely to be committed to the organisation than those with low POJ.

Having established the above relationships, both of which are requirements in mediation analysis according to Baron and Kenny (1986), the analysis proceeded to the third step

Hypotheses 3 and 4:

Hypothesis 3 states that there will be a significant positive relationship between organisational commitment and OCB. Hypothesis 4 also states that organisational commitment will mediate the relationship between perceived organisational justice and organisational citizenship behaviour.

Table 4.3

Summary of the mediating effect of organisational commitment on the relationship between perceived organisational justice and organisational citizenship behaviour

Step	Predictor	Criterion	B	SE	β
1.	POJ	OCB	.14	.04	.17***
2.	POJ	Org. Commitment	.41	.03	.54***
3.	POJ	OCB	.10	.05	.12*
	Org. Commitment		.10	.06	.09

Note: * correlation is significant at the .05 level; ***correlation is significant at the .001 level

From Table 4.3, at step 3, organisational citizenship behaviour was regressed on both perceived organisational justice and organisational commitment. It was realised that organisational commitment did not predict organisational citizenship behaviour ($\beta = .090, p > .05$). This, as such, implies that the relationship between perceived organisational justice and organisational citizenship behaviour was not mediated by organisational commitment. Baron and Kenny (1986) emphasised that after having established a significant relationship at the first and second step, the mediator should have a significant relationship with the dependent variable at the third step to consider any mediation effect. This however was not the case for this analysis. Thus, the hypothesis that OC will mediate the relationship between POJ and OCB was not supported. This implies that POJ – OCB relationship is direct. Similarly, the hypothesis that there will be a significant positive relationship between OC and OCB was also not supported.

Hypothesis 5a: Tenure will moderate the relationship between perceived organisational justice and organisational citizenship behaviour.

In Table 4.4, the second Step [$F(3, 488) = 7.069, p < .001, R^2 = .042$] which is the summary of overall contributions of the variables, was significant. It indicates that all the study variables together accounted for a 4.2% variance in organisational citizenship behaviour. In addition, the results showed that the model in stage one was significant, accounting for 4.2% variance in explaining organisational citizenship behaviour [$F(2, 489) = 10.602, p < .001, \Delta R^2 = .000$]. That is, perceived organisational justice significantly predicted OCB. It was further observed from the table that at the second model, the model accounted for (0%) variance in OCB. The interaction between POJ and tenure was not significant ($\beta = .081, p = .823$). Thus, the hypothesis that tenure will moderate the relationship between perceived organisational justice and organisational citizenship behaviour was not supported.

Table 4.4

Summary of Hierarchical Multiple Regression analysis for the moderating effect of Tenure on the Relationship between Perceived Organisational Justice and Organisational Citizenship Behaviour

Model	B	SEB	β	F	p
Step 1: Constant	121.78	3.25		10.60	.000
POJ	.15	.04	.18		.000
Tenure	-.34	.13	-.12		.008
Step 2: Constant	116.56	24.88		7.07	.000
POJ	.22	.33	.26		.502
Tenure	-.34	.13	-.12		.009
POJ*Tenure	.00	.01	.08		.832

Note: $R^2 = .042$ and $.042$ for Step 1 and 2 respectively. $\Delta R^2 = .042$ and $.000$ for Steps 1 and 2 respectively

Hypothesis 5b: Gender will moderate the relationship between perceived organisational justice and organisational citizenship behaviour.

In Table 4.5, the second Step [$F(3, 488) = 5.088, p < .001, R^2 = .030$] which is the summary of overall contributions of the variables, was significant. It indicated that all the study variables together accounted for a 3% variance in organisational citizenship behaviour. The analysis further indicated that model one was significant, accounting for 2.8% variance in explaining organisational citizenship behaviour [$F(2, 489) = 7.019, p < .001, \Delta R^2 = .028$]. That is, perceived organisational justice significantly predicted OCB. It was further known from the table that at the second step, the model accounted for 0.2% variance in OCB. The interaction between POJ and gender was not significant ($\beta = .155, p = .270$). This means that the hypothesis which states that gender will moderate the relationship between POJ and OCB was not supported.

Summary of Hierarchical Multiple Regression analysis for the moderating effect of Gender on the Relationship between Perceived Organisational Justice and Organisational Citizenship Behaviour

Model	B	SEB	β	F	p
Step 1: Constant	118.02	3.79	.17	7.02	.000
POJ	.14	.04	.01		.000
Gender	.43	1.93			.825
Step 2: Constant	127.42	9.32		5.09	.000
POJ	.02	.12	.02		.893
Gender	.34	1.93	.01		.859
POJ*Gender	.09	.08	.16		.270

Note. $R^2 = .028$ and $.030$ for Step 1 and 2 respectively. $\Delta R^2 = .029$ and $.002$ for Steps 1 and 2 respectively

Hypothesis 6: Interactional Justice will account for more variance in predicting OCB than procedural justice, and distributive justice respectively.

In Table 4.6, the third model [$F(3, 488) = 4.662, p < .001, R^2 = .028$] which is the summary of overall contributions of the variables, was significant. It indicated that all the study variables together accounted for a 2.8% variance in organisational citizenship behaviour. The analysis further showed that the model was significant, accounting for 2.5% variance in explaining OCB [$F(1, 490) = 12.607, p < .001, \Delta R^2 = .025$]. That is, interactional justice (IJ) significantly predicted OCB. It was further observed that at the second model, the model accounted for 0.2% variance in organisational citizenship behaviour. Distributive justice did not significantly predict OCB ($\beta = .047, p = .370$). At the third model, procedural justice did not significantly predict OCB ($\beta = .064, p = .442$). These results indicate that interactional justice had the greatest power over the other subscales (Distributive justice and Procedural Justice) to predict organisational citizenship

behaviour. Therefore, based on these findings, the hypothesis that interactional justice would account for more variance in the prediction of organisational citizenship behaviour than the other dimensions of perceived organisational justice was supported.

Table 4.6

Summary of Hierarchical Multiple Regression analysis for POJ Dimensions as Predictors of OCB

Model	B	SEB	β	F	p
Step 1: Constant	120.84	2.56		12.61	.000
IJ	.26	.07	.16		.000
Step 2	119.06	3.24		6.70	.000
IJ	.22	.08	.13		.011
DJ	.16	.18	.05		.370
Step 3	118.70	3.27		4.66	.000
IJ	.14	.13	.09		.263
DJ	.11	.19	.03		.555
PJ	.16	.21	.06		.442

Note. $R^2 = .025, .027$ and $.028$ for step 1, 2, and 3 respectively. $\Delta R^2 = .025, .002$ and $.001$ for 1, 2, and 3 respectively.

4.4 Summary of Findings

After taking the gathered data through appropriate statistical tests, the following findings were obtained:

1. Perceived organisational justice significantly and positively predicted organisational citizenship behaviour.
2. Perceived organisational justice related positively and significantly with organisational commitment.

3. Though there was a positive relationship between organisational commitment and OCB, the relationship was not significant.
4. The relationship between POJ and OCB was not mediated by organisational commitment.
5. Tenure did not moderate POJ – OCB relationship.
6. Gender did not moderate the relationship between POJ and OCB.
7. Interactional Justice was the best predictor of OCB among the three dimensions of POJ.



4.5 Confirmed Model [University of Ghana http://ugspace.ug.edu.gh](http://ugspace.ug.edu.gh)

Figure 4.1 is the confirmed model that summarises the confirmed relationships that exist among the study variables, after data analysis.

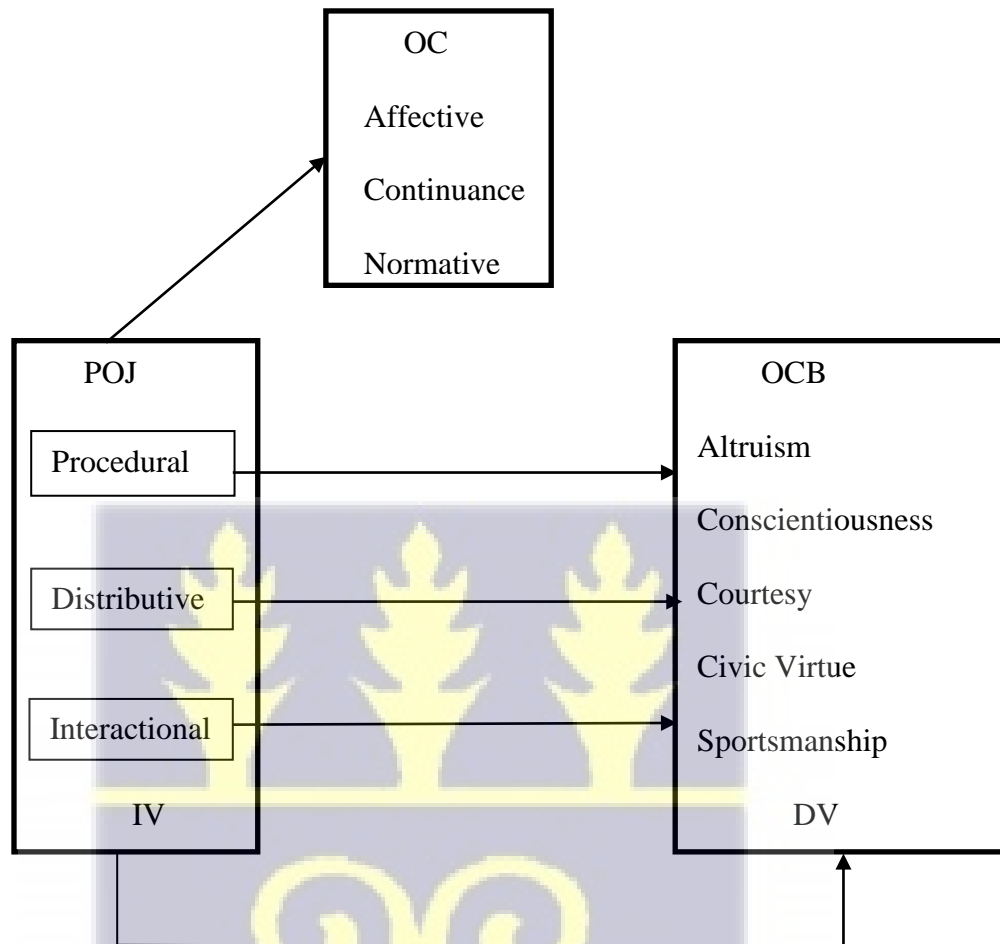


Figure 4.1: The confirmed relationships among the variables.

It was predicted that there would be positive and significant relationships among the variables. However, not all the predicted relationships were confirmed. Hence, the revised (confirmed) model (Figure 4.1). The confirmed model shows that perceived organisational justice (POJ) directly predicts organisational citizenship behaviour (OCB) and organisational commitment (OC) among teachers. It also indicates that each of the three dimensions of POJ: procedural justice, distributive justice, and interactional justice, independently predicts OCB directly. The mediating effect of organisational commitment and the moderating impact of gender and tenure on the POJ – OCB relationship were not confirmed.

CHAPTER FIVE

DISCUSSION

5.1. INTRODUCTION

The research explored the relationship between organisational citizenship behaviour (OCB), perceived organisational justice (POJ), organisational commitment (OC), gender, and tenure among teachers in public basic and secondary schools in Offinso Municipality in Ghana. Specifically, the objective of the research was to investigate the predictive influence of POJ on OCB. Also, the research tested the mediating effect of OC, and the respective moderating effect of gender and tenure on the POJ – OCB relationship. Furthermore, the study aimed at finding which type of the three dimensions of POJ accounts for more variance in OCB. This chapter presents a discussion of the results of the analysis. Also, it presents the general implications of the study to organisations as well as the necessary recommendations to help address problems found in organisations in general, and schools in particular. The chapter also addresses the strength as well as the limitations of the study, and suggests ideas for possible studies in the future. The chapter ultimately ends with the study's summary and conclusion.

5.2 DISCUSSIONS OF MAIN FINDINGS

5.2.1 The relationship between perceived organisational justice (POJ) and organisational citizenship behaviour (OCB)

One of the objectives of this study was to find out whether POJ would predict OCB. Thus, does POJ predict OCB? To pursue this objective and answer the question therein, the researcher formulated the following hypothesis: *Perceived organisational justice will significantly and positively predict OCB.* This hypothesis was confirmed or supported by the analysis. That is, perceived organisational justice significantly and positively predicted OCB. This implies that teachers who happen to have high organisational justice are more likely to perform OCB. This

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further implies that teachers' perceptions of justice in the schools have a large influence on the schools and GES as a whole. Previous studies on the POJ – OCB relationship found similar results. For instance, Scholl et al. (1987) found a significant association between inequity and the frequency of extra – role behaviour. Specifically, they found that job – equity, system – equity, and self – equity (which later became known as POJ) were positively related to extra – role behaviour (which later became known as OCB). The finding is also consistent with the findings of Organ (1988), Organ and Konovsky (1989), Niehoff and Moorman (1993), Lee and Allen (2002), and Aryee et al. (2002), who found that POJ positively and significantly predict OCB.

Similar findings have also been reported, approximately during the last decade. For example, Zeinabadi and Salehi (2011), Jafari and Bidarian (2012), Guh et al. (2013), Rauf (2014), Bahrami et al. (2014), Shahzad et al. (2014), Awang & Ahmad (2015), Makhdoom et al. (2016), Mohammad et al. (2016), and Majeed et al. (2018), reported that POJ positively and significantly predict OCB. The finding is also consistent with studies conducted in Africa in which Africans served as research participants. Thus, it has been found in Africa that POJ predicts OCB (e.g., Badu & Asumeng, 2013; Garg et al., 2013; Nwibere, 2014; Odor et al. 2019).

It can be concluded that POJ has a strong influencing power to predict OCB among teachers in Offinso South Municipality in Ghana. The social exchange theory, the norm of reciprocity, and the equity theory, respectively, could explain this association. It has been opined by Organ (1988), as well as Schnake (1991), that OCB is the product of an individual's perceptions of fairness or unfairness. Teachers who feel that the school (and GES) treats all teachers the same have a higher likelihood to engage in OCB and increase their inputs to the school far beyond in –role behaviours. Thus, just transactions cultivate social exchange relationships (Konovsky & Pugh, 1994). Therefore, this finding could be attributed to the idea that the teachers see the distribution, procedures, and interactions in the school as fair and equitable and therefore feel obliged to

reciprocate by engaging in OCB. Furthermore, this finding highlights the exchange relationship between teachers and their schools. Teachers give more effort and perform discretionary roles that are not explicitly stated in their formal job description. Though such roles are not mandatory, teachers would do them for the greater good of the school and education in general because they feel fairly and equitably treated in such exchanges. According to Eisenberger et al. (2001), the norm of reciprocity requires individuals to return favourable treatment. In conclusion, teachers engage in organisational citizenship behaviours in the schools because they perceive the school to be fair in distributions, procedures, and interactions.

5.2.2 The relationship between perceived organisational justice (POJ) and organisational commitment (OC)

Another aim of the present research was to investigate the relationship between POJ and OC. As such, it was hypothesised that perceived organisational justice would relate positively and significantly with OC. This hypothesis was confirmed. That is, perceived organisational justice significantly predicted organisational commitment ($\beta = .536, p < .000$). This implies that teachers who have higher perception of organisational justice are more likely to be committed to the organisation than those with low POJ. This finding is consistent with previous findings. For example, it is similar to the findings of Cohen – Charash and Spector (2001), Colquitt et al. (2001), and Masterson et al. (2000) who found in their respective studies that POJ dimensions have significant positive relationship with OC. Also, this finding of the present study is in agreement with the findings of Rezaiean et al. (2010), Yadav (2017), Majekodunmi (2015), and Abasimi et al. (2014) who found in their respective research that POJ significantly and positively predicts OC.

This finding could be explained from the perspective of social exchange theories. The rule of reciprocity predicts that when the organisation or its managers treat employees fairly, the employees may reciprocate (repay) such fair deeds by staying committed to the organisation

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(Lavelle et al., 2009). This further implies that teachers who have good and higher perceptions of organisational justice – perceive that the school treats them fairly and justly in distributions, procedures, and interactions – will display affective, continuance, and normative commitment (OC). Thus, POJ predicts OC (Aryee et al., 2004). According to Colquitt et al. (2013) POJ and OC are so firmly connected that they are regularly alluded to as social exchange indicators.

5.2.3 The relationship between organisational commitment (OC) and Organisational Citizenship Behaviour (OCB)

Again, the present study aimed at investigating the relationship between OC and OCB. In this respect, it was hypothesised that the relationship between organisational commitment and OCB will be significantly positive. This hypothesis was not supported. Though there was a positive relationship between OC and OCB, the relationship was not significant ($\beta = .090, p > .05$). Thus, organisational commitment did not significantly predict organisational citizenship behaviour. This implies that teachers' performances of OCB do not significantly depend on their levels of commitment. This result was a bit surprising since Pearson's Product Moment Correlation analysis performed at the preliminary analysis stage showed a significant relationship between OC and OCB [$r(492) = .16, p = .01$]. In fact, this significant relationship was one of the conditions for the performance of the mediation analysis, which later showed that the relationship between OC and OCB was not significant.

While this finding contradicts with some previous findings of the same relationship, it is however consistent with others. This finding contradicts with the findings of Williams and Anderson (1991), Bishop and Scott (2000), Benjamin (2012), Cohen et al. (2012), Ucanok and Karabati (2013), and Xerri and Brunetto (2013) who found a significant OC – OCB relationship. By departing from the findings of these previous studies, the finding of the current study indicates that statistically, at least within this sample, teachers' performance of OCB is not significantly affected by their levels of

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commitment. Thus, organisational commitment was not significantly related to OCB among teachers. However, practically, there is a relationship between OC and OCB since beta value is not equal to zero, and this relationship is positive (see Table 4.3). However, this positive relationship is not significant ($\beta = .090, p > .05$).

The finding, though partially does not support the hypothesis, it is consistent with other findings in the literature. Thus, the literature provides similar findings that suggest that OC is not significantly related to OCB. For example, Finkelstein (2014) also reported that there was no significant relationship between continuance commitment and OCB. Furthermore, Khaleh and Naji (2016) examined the relationship between OC dimensions and OCB among a sample of 130 nurses selected from Al-Zahra hospital in Iran. They reported that the relationship between affective commitment and employees' OCB was not significant in their model. Thus, OC components have been found to have no significant relationships with OCB (e.g., Finkelstein, 2014; Khaleh & Naji, 2016). The commonest thing among these studies (those that found no significant relationship between OC and OCB) is that they were all conducted among samples drawn from developing countries and / or collectivist cultures; which is also the difference between them and the other studies that found significant relationship between OC and OCB. Addison et al. (2006) argued that the unique cultural norms and workplace socialisation experiences in Malaysia, a collectivist and a middle-income country, could explain why only normative commitment predicted OCB, among their sample. Thus, affective commitment and continuance commitment had no significant relationship with OCB in their model.

Similar thing could be said about the current study. It may be due to cultural expectations and workplace socialisation experience that OC did not have a significant relationship with OCB in the model. Moreover, it could also be that teachers in Offinso South Municipality feel the need to reciprocate the good treatment that the schools give them by engaging in OCB. Thus, it could be

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that they perform OCB because they feel that the school has treated them fairly and justly, but not because they are committed to the school and by extension to GES.

5.2.4 The mediating effect of organisational commitment (OC) in the relationship between POJ and OCB

Furthermore, one of the goals of this current study was to explore OC's mediating effect in the POJ – OCB relationship. The question was; does OC mediate the POJ – OCB relationship? To address this question or achieve this objective, the researcher hypothesised that the relationship between POJ and OCB will be mediated by organisational commitment (OC). In the model, this hypothesis was not supported. That is, OC did not mediate the POJ – OCB relationship in the model. Baron and Kenny (1986) emphasised that after establishing a significant relationship at the first and second step in a multiple regression analysis among variables, the mediator should have a significant relationship with the dependent variable at the third step to consider any mediation effect. However, the predictive relationship between OC (the mediator) and OCB (the dependent variable) at the third stage was not significant ($\beta = .090, p > .05$) (see Table 4.3). Hence, there was no mediation effect found in the model. This finding implies that POJ has a direct relationship with OCB, and that for POJ to predict OCB, it does not have to go through OC. Thus, teachers' high perception of organisational justice is enough to make them perform OCBs in the schools.

This finding contradicts with Rezaiean et al. (2010), and Makhdoom et al. (2016) who found that OC mediated the linkage between POJ and OCB in their model. It was, therefore, expected that teachers' high perception of organisational justice would lead to high organisational commitment, which in turn would lead to increased performance of OCBs. However, that appeared not to be the case. It was observed that teachers' perception of organisational justice has a direct predictive effect on their performance of OCB (see Table 4.3). Thus, teachers in Offinso South Municipality who have high POJ will perform more OCBs whether they are committed or not.

The framework for social exchange explains the relation between the justice processes and OCB. Social exchange theory explains that justice processes are linked to OCB through: (1) the interactional activities between the employees and their supervisors (Fletcher, 2001; Giles & Mossholder, 1990); (2) employees' fairness perceptions of the organisation (Organ, 1988), (3) organisational support received in the form of feedback and planning (Moorman et al., 1998), and (4) employees' actual professional growth. These mechanisms are thought to trigger the norm of reciprocity in social exchange interactions, causing employees to "repay" their employers by engaging in OCB (Blakely et al., 2005). This probably explains why POJ has such significant direct positive relationship with OCB. It is therefore not surprising that it does not go through OC in order to exert its predictive effect on OCB, contrary to what other studies had found.

5.2.5 The moderating effect of tenure on the relationship between POJ and OCB

Moreover, to fill the gap of lack of much literature on OCB dynamics among teachers in basic and secondary schools in Ghana, current research aims to analyse the moderation impact of tenure among teachers (in basic and secondary schools) in the Offinso South Municipality in Ghana on the relationship between POJ and OCB. Therefore, hypothesis 5a, which stated that tenure would moderate the relationship between POJ and OCB was tested. This hypothesis was not confirmed. This implies that the predictive relationship between teachers' POJ and OCB is not strengthened by tenure (the number of years the teacher has stayed employed with GES or the school). That is, whether the teacher has a low or high tenure, the strength of their perception of organisational justice predicting OCB is not so different, if not the same as each other's. This further implies that when teachers stay with the school for a long time, the effect that their perception of organisational justice would have on their performance of work behaviours that are outside their job descriptions (OCB) is the same as, or not significantly different from, teachers who have worked with the school for a short period of time.

This finding however contradicts the findings of Ng and Feldman (2011) who found tenure to moderate the relationship between OC and OCB. Also, in a similar study, Delle and Kumassey (2013) reported that organisational tenure significantly moderates the organisational culture – OCB relationship in such a way that the longer the tenure, the stronger the culture - OCB relationship.

The finding of the current study could be explained from a cultural and contextual perspective. Tenure and OCB have shown to have no significant relationship in African setting and context. For example, Agyemang (2013) reported that there was no significant relationship between bankers' organisational tenure and OCB. Agyemang (2013) further argued that the finding of no significant relationship between tenure and OCB, contrary to findings of researches in other contexts, could be attributed to the high rate of unemployment in Ghana. He explained that unavailability of jobs makes newly employed individuals put in their maximum effort to engage in extra – role activities with the view of being retained after probationary period or skipping dismissal in the case of downsizing. To add to this, lack of available alternative jobs also makes the cost of leaving the organisation very high, which therefore makes employees with high tenure, as well as those with low tenure, put in their best efforts and also engage in OCB in order to protect their jobs. These perhaps are the reasons why tenure did not moderate the relationship between POJ and OCB in Ghanaian context because it suggests that teachers with high tenure and those with low tenure both engage in OCBs equally (for the sake of securing their jobs).

5.2.6 The moderating effect of gender on the relationship between POJ and OCB

Besides, to add to the literature and also help managers of schools to know the dynamics of OCB encouragement and performance at the workplace, with the view to improving overall performance of teachers in particular, and the school in general, the current research aimed to explore the moderation impact of gender on the POJ – OCB relationship among teachers in basic and

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secondary schools in the Offinso South Municipality in Ghana. Therefore, hypothesis 5b, which stated that gender would moderate the POJ – OCB relationship was tested. This hypothesis was however not supported in the model. This implies that the predictive linkage between teachers' POJ and OCB is not strengthened by gender. That is, whether the teacher is a male or female, the strength of their perception of organisational justice predicting OCB is not so different, if not the same as each other's. This further implies that gender does not affect the strength of the predictive relationship between POJ and OCB. This suggests that the strength of the fact that teachers' perceptions of organisational justice predict their performance of work behaviours that are outside their job descriptions (OCB) is the same or not significantly different, whether the teacher is a male or female.

This finding however contradicts the findings of Kark and Waismel – Manor (2005), Lovell et al. (1999), and Morrison (1994) who found that gender moderated the relationship between POJ and OCB when they examined such relationship. In spite of this, it is worth noting that the moderation effect of gender on the relationship between OCB and its predictors has mixed results. Lev and Koslowsky (2012) found moderator effect of gender to be significant and in the anticipated direction (for women, the relationship was stronger than for men) on the relationship between on – the – job embeddedness (ONJE) and OCB. Meanwhile, Huei et al. (2014) found that the relationship between OCB and employee performance was not moderated by neither gender nor tenure. Therefore, the finding of the present study that gender does not moderate the relationship between POJ and OCB among teachers in the Offinso South Municipality in Ghana is not strange. Contextually, the present finding could be due to the involvement of other variables such as job performance, and job satisfaction which may explain the strength of the relationship between POJ and OCB. Though hypothesis 5b was not supported, what was observed is that gender did not moderate POJ – OCB relationship.

5.2.7 POJ Dimensions and OCB

Finally, one of the objectives of the research was to determine which dimension of POJ accounts for most variance in predicting OCB. That is, among interactional justice (IJ), distributive justice (DJ), and procedural justice (PJ), which one would account for more variance in OCB? To achieve this objective, it was hypothesised that interactional justice would account for more variance in predicting organisational citizenship behaviour than distributive justice, and procedural justice respectively. This hypothesis was confirmed in the model. This implies that interactional justice had the most power in predicting OCB than the other subscales of POJ (Distributive and Procedural justice). Thus, teachers' high perception of the interactions with their superiors in the school is more likely to increase their performance of OCB. This further implies that interactional justice is more important in predicting teachers OCB in schools than any other dimension of POJ. This could be due to the fact that teachers' salaries and bonuses are not determined or paid by their immediate supervisors (Head – teachers, HODs, and inspectors) nor the students who stand to benefit from most of teachers' OCB. The teacher therefore does not hold unfair salaries against the school that much. It is the interactions that they have directly with management and students that they value when it comes to performing OCB. Also, most of the procedures given for the performance of the teachers' in – role duties are not determined by their immediate supervisors. Therefore, even when such distributions and procedures are not fair, in comparison to referent others, they do not affect teachers' performance of OCB towards the school, the student, or their immediate supervisors. This could be because those who make these determinations are not the direct beneficiaries of teachers' organisational citizenship behaviours.

However, at the workplace (in the schools), teachers interact with their immediate supervisors, as well as the students. These interactions exert significant influences on teachers' overall perceptions

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of fairness and justice. If the perception of IJ is high, teachers are likely to increase their performances of OCBs.

This finding is similar to other findings in the literature. For example, several studies have found interactional justice to play a critical role in predicting OCB (e.g., Badu & Asumeng, 2013; Erkutlu, 2010; Farahbob et al., 2012; Rego & Cunha, 2009). For instance, Rego and Cunha (2009) reported that interactional justice is a better predictor of overall OCB. Also, Bies et al. (1993) reported that among the three dimensions of POJ, interactional justice is the best predictor of OCB. In the context of Ghana, this could be due to the fact that our culture and social setting put much premium on personal interactions and information sharing. Therefore, perception of the quality of communications from decision-makers to workers concerning the clarification and application of structured procedures for justice affect a lot of personal and organisational outcomes in the employee – organisation relationship (EOR). Thus, using social exchange theories, the finding could be explained that teachers in the Offinso South Municipal perceive the interactions in their schools to be fair and therefore feel obliged to reciprocate such good gesture by engaging in more organisational citizenship behaviours. Teachers' perceptions of distributions of resources and procedures for decision making, for instance, do not have significant impact on their performance of OCB, as compared to their perceptions of interactions (informational and interpersonal exchanges). This perhaps explains why interactional justice accounts for most variance in OCB.

5.3 CONTRIBUTIONS OF THE STUDY

There are theoretical, methodological, and practical contributions of the current research to Industrial and Organisational (I/O) Psychology, and the research setting. The findings of this research add to the current organisational citizenship behaviour (OCB) literature from an unknown context, basic and secondary schools in Ghana, and provide a background for further OCB studies in Ghana. For example, it highlights POJ as a powerful predictor of OCB among teachers. It also

highlights that POJ has a direct predictive influence over OCB, and that among the components of POJ, interactional justice is the best predictor of OCB. It also provides empirical support for organisational behaviour theories such as the social exchange theory (Blau, 1964; Homans, 1958), the equity theory (Adam, 1965), and the norm of reciprocity (Gouldner, 1960). This is evident in the sense that teachers weigh the costs against the benefits of their exchanges in the school setting, and also seek equity in such exchanges. If they see these exchanges to be beneficial to them and perceive equitable exchanges in the school, they feel obliged to reciprocate such good deeds by engaging in extra – role behaviours that benefit the school and its various stakeholders (i.e., they perform OCBs).

The study also provides some methodological significance to OCB research. The research may be a useful guide for future studies in organisational citizenship behaviour (OCB), perceived organisational justice (POJ), organisational commitment (OC), tenure, and gender in Ghanaian context. Quantitative approach to research was adopted for the study, and this, together with how representative the sample size was, highlights the need to consider setting and culture before drawing conclusions on expected relationships between OCB, POJ, OC, gender, and tenure. Particularly, it highlights how psychological factors of OCB and POJ link up to produce desirable organisational and personal outcomes in the school setting.

The study also has practical implications for managers and employees alike in relation to the practice of I/O Psychology in educational setting. The findings explain how teachers' performance of OCB is influenced by personal and organisational factors that they do not have much or no control over. It also provides explanations for why some teachers may or may not perform OCB. It is evident from the findings that teachers' performance of OCB is directly subject to their perceptions of fairness in distributions, procedures, and interactions in the school. Furthermore, the study offers both managers and employees the need to encourage fairness at the workplace since

that leads to the performance of OCB. Moreover, the mediation hypothesis tested and the finding therein suggests to managers of schools that perception of organisational justice plays critical role in employees' performance of OCB since the relationship is direct. Head – teachers and supervisors should be aware that it is the perception of fairness that influences the performance of OCB; the accuracy or otherwise of the perception is inconsequential in this regard. Finally, the moderation hypotheses tested and the subsequent findings from them point to managers of schools that there is the need to treat all employees equally, whether they have long tenure or short tenure since tenure of work has no moderations effect on POJ – OCB relationship. Thus, low and high tenure employees would perform the same level of OCB when perception of organisational justice is high. Managers should therefore treat both low and high tenure employees equally, and equitably. Similarly, the findings also reveal to managers that the strength of the relationship between POJ and OCB among males and female is the same. Hence, managers should treat males and females equally and equitably in distributions, procedures, and interactions in order to induce performance of OCB in both genders. Furthermore, to the employees (the teachers), understanding the relationship between the variables of this study (OCB, POJ, OC, gender, and tenure) within the educational setting and how they impact on their overall performance may help them give their maximum effort towards the achievement of the goals of the school as an organisation by engaging in OCB.

In conclusion, the findings of this research are of significant benefit, particularly, to the management and staff of basic and secondary schools in Ghana, and Ghana Education Service (GES) as a whole. It also provides management of schools (head-teachers and education officers) with the necessary information needed to encourage OCB engagement among teachers in the schools. For example, the research has established that perceived fairness of interactions between employees and managers is paramount when it comes to performance of OCB. Particularly, teachers in the Offinso Municipality will perform OCB when they perceive the school to be fair in

distribution, procedures, and interactions. Notwithstanding, they will perform more OCB when interactional justice is ensured in the school. The research has also enriched the literature on OCB and its dynamics in an unexamined context of basic and secondary schools in Ghana.

5.4 LIMITATIONS OF THE STUDY

Despite the contributions of this research to the field of industrial and organisational psychology, there are some limitations that were observed. This research was carried out in the area of Industrial and Organisational Psychology, and focused on the sub disciplines of organisational behaviour. The population and setting of this research were restricted to public school teachers in Offinso South Municipality in the Ashanti Region of Ghana. This, therefore, makes it difficult to generalise the findings of the research to the entire teacher population in Ghana. This means that the findings of the current research could not be generalised to the entire teacher population in Ghana. Furthermore, collecting data using questionnaires only (quantitative only) increased the tendency of teachers concealing certain vital information which invariably may have added to the findings of the study.

Moreover, this study used self-reported measures to collect data from participants. This method of data collection is known to be associated with a common method or the source error. Thus, most respondents answer questions based on what they think is socially desirable and this may bias participants' responses and thus influence the actual relationship among the variables. To eliminate this possible error, the questionnaires were structured in such a way that the identities of participants were protected by ensuring anonymity of participants. Besides, self – report measures have been found to be reliable (Zechmeister & Zechmeister, 2003).

Lastly, data was collected when schools were reopened in July 2020, after COVID – 19 lockdown. This made the targeted population and sample a bit reluctant in accepting, completing and returning

questionnaires since having minimum to no contact with people was one of the means of reducing the spread of the corona virus that caused the COVID – 19 pandemic. This consequently affected the time duration for data collection and consequently, for the whole study.

5.5 RECOMMENDATIONS

Based on the findings of this study, it is recommended that managers of basic and secondary schools (Head-teachers, supervisors, and education officers) ensure fairness in the school setting, with respect to distribution, procedures, and interactions. It is apparent from the findings that perceived organisational justice has direct, positive, and significant predictive influence on organisational citizenship behaviour. This means that teachers' perceptions of fairness affect their performance of OCBs in the school. Therefore, to encourage teachers to perform OCB, it is recommended that head-teachers and managers of schools remain fair in salaries and bonuses, decision making procedures, and personal and informational interactions in the schools. From social exchange and equity theory perspective, if employees perceive the organisation to be unfair, they would want to balance the equation by withdrawing their performances of OCBs, and also decrease their commitment levels. However, if employees perceive the organisation to be fair, they would reciprocate that fairness by engaging in more OCB, and also increase their commitment levels. It is, thus, recommended that managers of schools ensure that organisational justice prevails in the school in all forms in order to encourage OCB performances among teachers.

Also, as indicated in the methodology, a cross – sectional quantitative survey method was used in this study. It is therefore recommended that future research make use of longitudinal studies and / or mixed method to study these variables in Ghanaian context. Also, I recommend more research to be done on POJ and OCB relationship, the mediation role of OC, and moderation role of tenure, and gender on the POJ – OCB relationship in Ghanaian contexts. The available study on these

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relationships, both globally and in Ghanaian context, is scanty. It is therefore proposed that future research into these factors further explore these relationships.

Lastly, I recommend that in future studies of these variables, researchers would widen the scope to cover more municipalities and regions across the country.

5.6 SUMMARY AND CONCLUSION

Employees are expected to go beyond their core mandates in the organisation. This is said to be essential for the survival of organisations in today's highly competitive business environment. Engaging in extra activities which are beyond employees' job descriptions (core mandate) within the organisation is known as organisational citizenship behaviour (OCB). Organ (1988) defined organisational citizenship behaviour (OCB) as work-related behaviours that are discretionary, not related to the formal organisational reward system, and, in aggregate, promote the effective functioning of the organisation. This phenomenon is also essential in the educational setting. Thus, extra-role activities by teachers are necessary for students' academic success and moral training. For example, Somech and Ron (2007) indicated that school success, in contrast to many other organisational settings, is a function of teachers' willingness to go above and beyond the call of duty to attain their school's objectives and goals.

Organisational citizenship behaviour (OCB) does not happen in a vacuum (Badu & Asumeng, 2013), and so do the occurrences of individuals' behaviours. This study investigated the relationship between organisational citizenship behaviour (OCB), perceived organisational justice (POJ), organisational commitment (OC), gender, and tenure among teachers in public basic and secondary schools in Offinso Municipality in Ghana. Specifically, the aim of the study was to investigate the predictive effect of POJ on OCB. It also examined the mediating role of OC on the relationship between POJ and OCB. Furthermore, the moderation function of tenure and gender on

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the POJ – OCB relationship was explored. The results of the study provided empirical evidence that POJ positively and significantly predict OCB among teachers in Offinso South Municipality in Ghana. It also showed that interactional justice (IJ) is the best predictor of OCB in the context of the study. The proposed conceptual model in which POJ predicts OCB, OC mediates the relationship between POJ and OCB, and tenure and gender moderate POJ – OCB relationship was not fully supported. Thus, the mediation and moderation hypotheses were not supported by the research findings.

The findings imply that POJ and OCB have a direct relationship. Thus, teachers' perceptions of justice have a direct predictive relationship with OCB. Also, that relationship is neither strengthened by tenure nor gender. The study therefore highlights the importance of POJ in encouraging and improving OCB performance among teachers in Ghanaian context. It is therefore critical that managers and supervisors of schools maintain fair and equitable exchanges of distributions, procedures, and interactions in the school environment for proper and more performances of OCB by teachers.

This study would encourage research into OCB in unexamined context in Ghana by studying the antecedents and outcomes of OCB. It is essential that OCB is viewed as the mandate of both management and employees. However further research would help bring to light other dynamics of OCB and its relationships with related variables.



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DEPARTMENT OF PSYCHOLOGY
SCHOOL OF SOCIAL SCIENCES
UNIVERSITY OF GHANA

DEPARTMENTAL RESEARCH & ETHICS COMMITTEE (DREC)



13th February, 2020

Mr. William Mensah
Department of Psychology
University of Ghana

Dear Mr. Mensah

Protocol number: DREC/010/19-20

Project title: Organisational citizenship behaviour, perceived organisational justice, and organisational commitment among teachers

Full Approval–Committee Reviewed Protocol

In response to your application received on October 07, 2019, the Departmental Research & Ethics Committee of the Department of Psychology, University of Ghana has considered the above mentioned application and the protocol has been granted **Full Approval**

Any significant alteration(s) to the approved research protocol (i.e., **the Questionnaire/Semi-structured interviews, Informed Consent Form, Title of the Project, Research Approach and Methods**) must be submitted for review and approval prior to implementation. In case you have further queries, please quote the above reference number.

Note: Research data should be **securely stored** at an appropriate location and should only be destroyed after **5 years**.

This ethical clearance certificate is valid for only 12 months from the date of issue. Thereafter, re-certification must be applied for on annual basis.

We take this opportunity to wish the very best in your research.

Yours faithfully,

A handwritten signature in red ink, appearing to read "Annabella".

Annabella Osei-Tutu, Ph.D.

Chair, Departmental Research & Ethics Committee (DREC)

Cc: Main supervisor: Dr. Maxwell Asumeng
Co-supervisor: Dr. Inusah Abdul-Nasiru
Prof. Joseph Osafo, Head, Department of Psychology, University of Ghana



UNIVERSITY OF GHANA
DEPARTMENT OF PSYCHOLOGY
SCHOOL OF SOCIAL SCIENCES

Ref. No.:..... PSYC 2/33/03

October 7, 2019

Municipal Director of Education
Ghana Education Service (GES)
Offinso South Municipality
Offinso, Ashanti Region

Dear Sir/Madam,

LETTER OF INTRODUCTION
MR. WILLIAM MENSAH - ID NO: 10223914

The above-named student is an MPhil Industry/Organizational Psychology student in the University of Ghana.


In partial fulfillment of the requirement for the award of MPhil degree, Mr. William Mensah has to write and submit an original thesis. He has selected the topic: **“Organisational Citizenship Behaviour, Perceived Organisational Justice, and Organisational Commitment among Teachers”**.

He has received approval from the Department of Psychology Graduate Studies Committee and the Ethics Committee for the Humanities, University of Ghana.

To enable him collect data for his work he would need to administer questionnaires and/or conduct interviews. He has selected Ghana Education Service as suitable for his data collection.

Any assistance you may give him would be greatly appreciated.

Yours sincerely,


Prof. Joseph Osafo
(Head of Department)

INTEGRA PROCEDAMUS

CONSENT FORM

Introduction

This Consent Form contains information about academic research project being conducted by William Mensah, an MPhil Student at University of Ghana, Legon. For the researcher to be sure that you are informed about being in this research, you are required to read (or have it read to you) this Consent Form. You will also be asked to indicate your agreement to participate in this academic study by marking or ticking a particular column on this form. Also, this consent form might contain some words that may be unfamiliar to you. Please ask the researcher or his assistant to explain to you anything you may not understand.

RESEARCH TOPIC / TITLE: Organisational Citizenship Behaviour, Perceived Organisational Justice, and Organisational commitment among teachers

PRINCIPAL INVESTIGATOR: William Mensah

ADDRESS: Department of Psychology, University of Ghana, Legon, Accra.

Reason for the Research

You are being asked to take part in a research to investigate why generally, teachers do or do not participate in organizational citizenship behaviours (extra – role activities), particularly, examining the predictors of organisational citizenship behaviour.

General Information about Research

This research will mainly require you to complete questionnaire by indicating the extent to which you agree or disagree to statements relating to the research title stated above. Generally, the researcher aims to find out whether perceived organisational justice (POJ), and its dimensions and organisational commitment (OC) predict organisational citizenship behaviour (OCB) among teachers.

PARTICIPATION: Your participation is important but voluntary. It will take about 30 minutes to complete the questionnaire. There are no right or wrong answers to the statements provided; please respond independently and honestly. Also, do not write your name or any code that could be linked

to your name. You may decline to participate without any penalty. If you decide to participate, you are free to withdraw from the study at any time without penalty. If you choose to withdraw from the study before data collection is completed, your data will be destroyed at your request.

CONFIDENTIALITY: Your responses will be treated with utmost confidentiality. Only the researcher William Mensah (and approved research assistants) will have access to the individual data you will provide. The results will be reported in an aggregated format (e.g., as averages, etc.), and under no circumstance will any individual participant be identified in a publication or presentation describing this study. Any future use of the data will be for the same purposes and will be subjected to the same confidentiality guidelines.

POTENTIAL BENEFITS: Your contribution will be very valuable in that it will help towards getting a greater understanding of how teachers' perceived fairness, commitment as well as tenure and gender affect their participation in extra – role activities in schools. You will receive no compensation for participating in this study. The final project output in the form of a completed thesis will be made available to University of Ghana, and copies could be accessed for references in future research and/or practical application for relevant solutions.

RISKS AND DISCOMFORTS: There are no known risks/discomforts associated with your participation, and there are none foreseeable.

CONTACTS: If you have any questions or seek any clarification about the research or encounter any problem during your participation, please contact the researcher: William Mensah, MPhil Student, Department of Psychology, University of Ghana, Legon. Or through the email: menwillschool@gmail.com Or through mobile number: 0243925727

Important Notice: Please, if you are a professional or a non - professional teacher and have worked with Ghana Education Service (GES) for one (1) year or more, indicate your consent to take part in this study by giving your signature in the space provided below.

If you have worked with GES for **Less than one year, please do not continue**, and thank you for your time.

VOLUNTEER AGREEMENT

I have read the above information describing the benefits, risks and procedures for the research titled: Organisational citizenship behaviour, perceived organizational justice, and organizational commitment among teachers. I have been given an opportunity to have any questions about the research answered to my satisfaction. I agree to participate as a volunteer.

Date

Signature / thumbprint / mark of volunteer



8. Please, what other responsibilities do you have? House Master / Mistress
 Form Master / Mistress
 HOD Other;

Please specify.....

Not Applicable

9. Age: _____ (in years)



SECTION B: ORGANISATIONAL CITIZENSHIP BEHAVIOUR SCALE (OCBS)

Guidelines: Indicate the extent to which you agree or disagree to each of the statements below by circling one of the following options against each statement: **1. Strongly Disagree (SD)** **2. Disagree (D)**

3. Slightly Disagree (SD) **4. Neither Disagree nor Agree (N)** **5. Slightly Agree (SA)**

6. Agree **7. Strongly Agree.** Please, respond honestly. There are no right or wrong answers.

	ITEMS (STATEMENTS)	SD	D	SD	N	SA	A	SA
1	I help others who have heavy workloads.	1	2	3	4	5	6	7
2	I help others who have been absent.	1	2	3	4	5	6	7
3	I willingly help others who have work related problems.	1	2	3	4	5	6	7
4	I help orient new people even though it is not required.	1	2	3	4	5	6	7
5	I am always ready to lend a helping hand to those around me.	1	2	3	4	5	6	7
6	I take steps to try to prevent problems with other workers.	1	2	3	4	5	6	7
7	I am mindful of how my behaviour affects other people's jobs.	1	2	3	4	5	6	7
8	I do not abuse the right of others.	1	2	3	4	5	6	7
9	I try to avoid creating problems for co-workers.	1	2	3	4	5	6	7
10	I consider the impact of my actions on co-workers.	1	2	3	4	5	6	7
11	I attend meetings that are not mandatory, but are considered important.	1	2	3	4	5	6	7
12	I attend functions that are not required, but help the school's image.	1	2	3	4	5	6	7
13	I keep abreast of changes in the school.	1	2	3	4	5	6	7
14	I read and keep up with school's announcements, memos, and so on.	1	2	3	4	5	6	7
15	I consume a lot of time complaining about trivial matters.	1	2	3	4	5	6	7
16	I always focus on what's wrong rather than the positive ones.	1	2	3	4	5	6	7
17	I tend to make "mountains out of molehills". (i.e. make bigger problems out of little issues).	1	2	3	4	5	6	7
18	I always find fault with what the school is doing.	1	2	3	4	5	6	7
19	I am the classic "squeaky wheel" that always needs greasing.	1	2	3	4	5	6	7

	(i.e. I complain or cause problems and always need attention or help).							
20	My attendance at work is above the norm.	1	2	3	4	5	6	7
21	I do not take extra breaks.	1	2	3	4	5	6	7
22	I obey GES, and school rules and regulations even when no one is watching.	1	2	3	4	5	6	7
23	I am one of the most meticulous / hard - working teachers.	1	2	3	4	5	6	7
24	I believe in giving an honest day's work for an honest day's pay.	1	2	3	4	5	6	7

SECTION C: ORGANISATIONAL JUSTICE SCALE (OJS)

Guidelines: Indicate the extent to which you agree or disagree to each of the statements below by circling one of the following options against each statement: **1. Strongly Disagree (SD) 2. Disagree (D)**

3. Slightly Disagree (SD) 4. Neither Disagree nor Agree (N)

5. Slightly Agree (SA)

6. Agree 7. Strongly Agree. Please, respond honestly. There are no right or wrong answers.

NB: “Supervisor” as used here refers to the **Headteacher, HOD, or Officer in Charge**, where applicable.

	ITEMS (STATEMENTS)	SD	D	SD	N	SA	A	SA
1	My work schedule is fair.	1	2	3	4	5	6	7
2	I think that my level of pay is fair.	1	2	3	4	5	6	7
3	I consider my work load to be quite fair.	1	2	3	4	5	6	7
4	Overall, the rewards I receive here are quite fair.	1	2	3	4	5	6	7
5	I feel that my job responsibilities are fair.	1	2	3	4	5	6	7
6	Job decisions are made by my supervisors in an unbiased manner.	1	2	3	4	5	6	7
7	My supervisors make sure that all employee concerns are heard before job decisions are made.	1	2	3	4	5	6	7
8	To make job decisions, my supervisors collect accurate and complete information.	1	2	3	4	5	6	7
9	My supervisors clarify decisions and provide additional information when requested by employees.	1	2	3	4	5	6	7
10	All job decisions are applied consistently across all affected employees.	1	2	3	4	5	6	7
11	Employees are allowed to challenge or appeal job decisions made by the supervisors.	1	2	3	4	5	6	7
12	When decisions are made about my job, the supervisors treat me with kindness and consideration.	1	2	3	4	5	6	7
13	When decisions are made about my job, the supervisors	1	2	3	4	5	6	7

	treat me with respect and dignity.							
14	When decisions are made about my job, the supervisors are sensitive to my personal needs.	1	2	3	4	5	6	7
15	When decisions are made about my job, the supervisors deal with me in a truthful manner.	1	2	3	4	5	6	7
16	When decisions are made about my job, the supervisors show concern for my rights as an employee.	1	2	3	4	5	6	7
17	Concerning decisions made about my job, the supervisors discuss the implications of the decisions with me.	1	2	3	4	5	6	7
18	The supervisors offer adequate justification for decisions made about my job.	1	2	3	4	5	6	7
19	When making decisions about my job, the supervisor offers explanations that make sense to me.	1	2	3	4	5	6	7
20	My supervisors explain very clearly any decision made about my job.	1	2	3	4	5	6	7

SECTION D: ORGANISATIONAL COMMITMENT SCALE (OCS)

Guidelines: Indicate the extent to which you agree or disagree to each of the statements below by circling one of the following options against each statement:

- 1. **Strongly Disagree (SD)**
 - 2. **Disagree (D)**
 - 3. **Slightly Disagree (SD)**
 - 4. **Neither Disagree nor Agree (N)**
 - 5. **Slightly Agree (SA)**
 - 6. **Agree**
 - 7. **Strongly Agree.**
- Please, respond honestly. There are no right or wrong answers.

NB: “Organisation” as used here refers to **GES** and **your School**.

ITEMS (STATEMENTS)		SD	D	SD	N	SA	A	SA
1	I would be very happy to spend the rest of my career with this organisation.	1	2	3	4	5	6	7
2	I really feel as if this organisation's problems are my own.	1	2	3	4	5	6	7
3	I do not feel like “part of the family” at my organization.	1	2	3	4	5	6	7
4	I do not feel “emotionally attached” to this organisation.	1	2	3	4	5	6	7
5	This organisation has a great deal of personal meaning for me.	1	2	3	4	5	6	7
6	I do not feel a strong sense of belonging to my organisation.	1	2	3	4	5	6	7
7	I do not feel any obligation to remain with my current employer.	1	2	3	4	5	6	7
8	Even if it were to my advantage, I do not feel it would be right to leave my organization now.	1	2	3	4	5	6	7

9	I would feel guilty if I left my organization now.	1	2	3	4	5	6	7
10	This organization deserves my loyalty.	1	2	3	4	5	6	7
11	I would not leave my organization right now because I have a sense of obligation to the people in it.	1	2	3	4	5	6	7
12	I owe a great deal to this organization.	1	2	3	4	5	6	7
13	It would be very hard for me to leave my organization right now, even if I wanted to.	1	2	3	4	5	6	7
14	Too much in my life would be disrupted if I decided I wanted to leave my organization now.	1	2	3	4	5	6	7
15	Right now, staying with my organization is a matter of necessity as much as desire.	1	2	3	4	5	6	7
16	I feel that I have too few options to consider leaving this organization.	1	2	3	4	5	6	7
17	One of the few serious consequences of leaving this organization would be the scarcity of available alternatives.	1	2	3	4	5	6	7
18	One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice—another organization may not match the overall benefits that I have here	1	2	3	4	5	6	7

Thank you very much for your time.

