

**A STUDY OF THE INFLUENCE OF EMPLOYEE EMPOWERMENT ON
ORGANIZATIONAL CITIZENSHIP BEHAVIOURS OF TEACHERS WITHIN
GRAHAMSTOWN INDEPENDENT SENIOR SCHOOLS.**

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ABSTRACT

This research investigates the influence of empowerment on organisational citizenship behaviours (OCB) of teachers within Independent Senior schools in Grahamstown.

Teachers, as a schools driving force, contribute immensely to the education of its students as well as determine the success and effectiveness of the school as an educational institution. The nature of a teacher's work, and indirectly the principal's job of managing these teachers, is complex and difficult to define as there are only certain behaviours which can be contractually obliged from teachers. Further behaviours which are beneficial to the organisation, such as OCB, need to be induced via incentives or encouraged via certain behavioural management initiatives, such as increased levels of empowerment. It is important for schools to encourage their teachers to participate in such beneficial behaviours as not all behaviours can be dictated or managed through contractual limitations.

Previous studies and literature reviewed suggest that OCB is an important variable that significantly influences a schools performance. Such studies and literature suggest that empowerment could induce greater levels of OCB.

The concepts of OCB and empowerment are defined and discussed and a 58 item Questionnaire is formulated based on the two concepts, drawn mainly from Short and Rinehart (1992) and Bogler and Somech (2004). The Questionnaire is divided into two parts, firstly OCB and secondly empowerment. Each section of the Questionnaire is divided into the relevant categories and dimensions as prescribed by past literature. The first part determines the behaviours which the participants believe form part of a teachers 'in-role' behaviour, therefore also determines which behaviours the participants believe are 'extra-role' or OCB. The second part determines the participant's perception of their empowerment in their own workplace. This research makes use of an online Questionnaire. The data is collected and described using averages, modes and medians. This data is organised in a manner which further allows for a Pearson correlation analysis test to be run. This test is used to establish the correlation relationship between the two variables in this research and the statistical significance of this relationship is analysed by observing the respective p-value.

The conclusion is drawn that there exists four statistically significant positively correlated relationships between the empowerment dimension (decision making, status, self-efficacy and impact) and OCB. However there exists a weak positively correlated non-statistically significant relationship between empowerment and OCB. This suggests that empowerment as a whole does not greatly influence higher levels of OCB, however the four individual dimensions of empowerment do have a positive influence.

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DECLARATION

I, Dean Johnston, hereby declare that this dissertation is my own work and that sources of information that have been utilized in this study were acknowledged. This dissertation has not been submitted for the purpose of assessment to any other university.

SIGNED BY:

DEAN JOHNSTON

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CHAPTER 1: INTRODUCTION

1.1. Background

Studies conducted by Zeinabadai and Salehi (2011) and Rahman, Sulaiman, Nasir and Omar (2014) both discuss the multitude of responsibilities resting on the shoulders of the modern day teacher. Societies are ever evolving and therefore schools become more reliant on teachers to assist and guide students through their school life which will allow them to integrate successfully into general society (Rahman *et al.*, 2014). In order to remain effective and successful as an institution, schools are required to adapt to the societies in which they operate. In a school setting, the quality of education is driven by the quality of teaching activities conducted by teachers (Mahembe and Engelbrecht, 2014). As teachers spend more time teaching the students and conducting activities, they are at the core of a schools activities as an organization (Mahembe and Engelbrecht, 2014). It is therefore vitally important for school authorities (Principals and Vice-Principals) to identify that a teacher's performance and behaviour is crucial to the success and effectiveness of their organization as a whole. It is this premise that has motivated this study to be conducted.

There are a number of aspects which can influence a teacher's behaviour such as job satisfaction, professional commitment, work stress, employee productivity and organisational commitment, all of which induce certain behaviours which are beneficial to the school as an organisation. The concept focused on in this study is OCB, as extra-role behaviours which are beneficial for the school, as well as the influence that employee empowerment has on inducing such behaviours.

1.2. Context and scope

Since the 1980's a concept known as OCB has been studied in a multitude of contexts, however mainly within the human resources management sphere. This paper seeks to extend this concept of OCB to the educational environment, focusing on the influence of employee empowerment on the levels of OCB displayed by such employees. Empowerment is a difficult concept to define, especially within the sphere of education, however if we see a school as the organisation, the teachers as employees, Principals; Vice principals and Heads of Departments as management and the students as clients seeking an education we can apply the concepts of employee empowerment and OCB as has been done in previous literature focusing on other contexts. Previous research on employee empowerment has focused on its relationships with job satisfaction, work stress, teacher autonomy, efficacy and student achievements (Ashton and Webb, 1986; Organ and Ryan, 1995; Pearson and Moomaw, 2005). Meanwhile past literature on OCB has focused mainly on employee productivity (MacKenzie, Podsakoff and Fetter, 1991), organisational justice and perceived fairness (Moorman,

1991); job satisfaction (Moorman, 1993) and leaders trust (Podsakoff, MacKenzie, Moorman and Fetter, 1990).

The context of this study is focused on Independent Senior school teachers with in the Grahamstown area, Eastern Cape, South Africa. These teachers function in similar environments and are at the forefront of the teaching activities conducted in the schools.

1.3. Focus and structure

This research investigates the relationship between employee empowerment and organisational citizenship behaviours (OCB) specifically focusing on teachers in Independent Senior schools in Grahamstown in the Eastern Cape, South Africa.

Chapter 2 discusses the nature of teachers work as well as sets out a definition of employee empowerment and the importance of it. This definition will form the framework of empowerment to be used in this research based on the six dimensions of empowerment set out by Short (1992). Literature around OCB will be reviewed in order to gain a clear understanding of what the concept is and how it is measured in an organisational context. The importance of OCB to an organisation will be explored as well as its benefits and limitations. Past literature on the relationship between OCB and empowerment within a teacher's context will be reviewed in order to gain a contextual understanding of these two concepts.

Chapter 3 discusses the importance and purpose of this research and states the goals and objectives. The hypothesis and sub-hypothesis to be tested are identified as well as the population and sample groups of this research. The methodology of the research is set out and the measurement tools are discussed. There are two research instruments used in this study, firstly is the three dimensional factor analysis based on past research by Somech and Drach-Zahavy (2000), Bogler and Somech (2004) and Belogovsky and Somech (2010) and secondly is the School Participant Empowerment Scale (SPES) developed by Short and Rinehart (1992). These two instruments measure the respective concepts using questionnaires. These instruments give rise to the 58 item questionnaire used in this research. The analysis of the data received from these questionnaires is then discussed. Specific limitations, such as response rate issues, are stated.

Chapter 4 displays and briefly discusses results obtained from the Questionnaires. Averages, medians and modes of the data are used to describe the data initially while the Pearson correlation analysis is used to analyse the correlation relationship between empowerment and OCB. Chapter 5 interprets and discusses the results and their relevance is then determined in the context of the set hypothesis and

sub-hypotheses. Other relevant results obtained from this study are also discussed briefly. Chapter 6 concludes this research. It is found that there is a weak non-statistically significant correlated relationship between empowerment and OCB displayed by teachers in Independent Senior schools in Grahamstown in the Eastern Cape, South Africa. However it is also concluded that four individual dimensions of empowerment possess a positively correlated statistically significant relationship with OCB. The dimensions are decision making, status, self-efficacy and impact. Recommendations are made as to how principals of the schools can use the results of this research in improving their organisational effectiveness and performance. The relevance of the study is then discussed as well as suggestions for further research are recommended.

CHAPTER 2: LITERATURE REVIEW

2.1. Introduction

This chapter reviews the past literature relating to the concepts of OCB and empowerment as well as the relationship between the two. The nature of a teachers work is discussed in order to set a context for the research. Empowerment is then defined and discussed leading to a framework of six dimensions, previously used by Short (1992), which will be used in this research. The concept of OCB is then discussed as well as its importance, benefits and limitations. A framework with which to measure OCB, as set out initially by Somech and Drach-Zahavy (2000), is then reviewed and discussed. Finally previous literature focusing specifically on OCB and empowerment, as well as the relationship between the two, within a teacher's context is then reviewed.

2.2. Nature of teacher work

The problematic nature of a teachers work has been documented in much literature and many of these problems have been rooted in either the historical development of teaching or in the current structuring of schools world-wide (Short, 1992). Rahman *et al.* (2014) discuss the important role teacher's play in ensuring the effectiveness of education within a nation as well as developing a functioning and civilised society. This is becoming an ever complex challenge for teachers as society evolves and therefore the formal role of a teacher is becoming increasingly difficult to define (Rahman *et al.*, 2014). Guiding and developing students both socially and intellectually have become a vitally important task of the modern day teacher (Rahman *et al.*, 2014). Such a multitude of responsibilities call for a willingness to become good teachers and sacrifice a lot of time and effort in doing so (Rahman *et al.*, 2014).

Rosenholtz (1985) mentions that teachers work predominantly in isolated spheres; this is believed to be the greatest impediment to learning to teach. Such isolated teaching spheres can lead to feelings of competition, inadequacy and insecurity (Short, 1992). However potentially the greatest downfall of such isolation is the lack of sharing of information between colleagues, which could help develop each teacher's ability to identify and solve problems that may arise in their own isolated spheres of work (Short, 1992). Such isolation therefore means that a schools effectiveness and successful performance relies on the teacher's capabilities to detect problems and derive adequate solutions on their own accord (Short, 1992). Therefore this isolation stresses the importance of schools empowering capable and effective teachers to be able to drive successful organisations (Short, 1992).

Teachers very rarely have a say in what happens outside their isolated classroom, they are expected to be in control of what happens within their classes (i.e. students, content, teaching style) however the overall operation of the school falls outside their scope of influence (Short, 1992). Short (1992) discusses that the problem with this situation is that the most important and influential decisions are made by those who are quite removed from the actual activity of teaching in the schools and are most often decisions which limit a teachers ability to meet the educational needs.

Therefore this paper seeks to expose the nature of teacher empowerment and relate this empowerment to a teacher's OCB level displayed in their own work environment. In order to do so, the nature and importance of teacher empowerment must be discussed.

2.3. Empowerment

2.3.1. Nature and importance

Rosenholtz (1991) believed that a schools culture begins to change when experienced teachers no longer function in isolation and start solving problems collectively. In attempting to improve schools, Short (1992) believes that focus should be given to the roles of decision making and opportunities for collective and meaningful participation in critical activities within the school working environment. Rinehart and Short (2009) studied the empowerment of teacher's leaders (i.e. Heads of Departments, Vice principals and Principals) and found that opportunities for decision making, control over their daily schedule, high levels of competency and opportunities for professional growth were the empowering aspects of their work.

Therefore overall we note that empowered schools are those that can create opportunities for competence to be developed and where empowered individuals feel that they have the adequate skills to be able to actively improve a situation (Short, 1992). Glickman (1990, pp.69) summarizes the importance of teacher empowerment by stating:

"I believe that the movement to improve schools through empowerment may be the last chance in many of our lifetimes to make schools institutions that are worthy of public confidence and professional respect."

Edwards, Green and Lyons (2002) mention that the need for empowerment has never been greater and that as leaders come to understand the concept further so they will become better equipped to provide for the best possible teaching conditions. Rosenholtz (1985) emphasizes the link between student performance and the teacher effort, which illustrates the importance of teacher's empowerment within schools as the more effort they put in, the better the students perform.

The purpose of this study is similar to that of Short, Greer and Melvin (1994)'s research; to facilitate the empowerment of teachers and other staff members. More specifically focusing on empowering teachers, the purpose is to assist teachers in reforming their conceptions of themselves as directors of classrooms to the creators and guardians of student potential as well as "assist them in learning to take control of situations where critical decisions need to be made" (Short, Green and Melvin, 1994, pp.41). In focusing on benefiting Principals of institutions, the purpose of this paper is to help them "reconceptualise themselves and their role in schools from directors to developers of human capital" (Short, Green and Melvin, 1994, pp.41).

Sweetland and Hoy (2000) mention that there is consensus on the fact that effective schools promote better student learning and higher levels of performance. Therefore as empowered teachers tend to prescribe effective schools, it stands to reason that empowerment of teachers is a crucial phase in raising the performance standards of schools (Sweetland and Hoy, 2000). This illustrates the importance of teacher empowerment; teachers who are empowered feel as though they have the adequate skills to be able to do their job successfully and to effectively solve problems which may arise in their own class rooms. Now that we are aware of the nature and the importance of empowerment, we can now move onto the challenging task of defining empowerment as a concept.

2.3.2. Definition

Appelbaum, Karasek, Lapointe and Quelch (2014: pp.379) discuss the concept of empowerment in a number of different contexts, however mention that "at its core is the delegation of responsibility and authority to a subordinate". Teacher empowerment is a concept which is quite similar to the studies done on site-based management (Sweetland and Hoy, 2000). As will be revealed in this research, a multitude of authors focus on varying aspects of what empowerment entails including autonomy (Lightfoot, 1986; Pearson and Moomaw, 2005), participation in decision making (Rosenholtz, 1985; Short, 1992; Marks and Louis, 1999; Men and Stacks, 2013) and teacher self-efficacy (Rosenholtz, 1985; Glickman, 1990; Men and Stacks, 2013). Short (1992) mentions that empowerment can be defined as a process whereby participants develop the competence to take control of their own growth and solve issues on their own. Men and Stacks (2013) discuss two keys aspects in attaining true empowerment, firstly is the psychological empowerment of employees and secondly is the managerial empowerment. Both of these aspects, used in conjunction, are vital to the effective empowerment of employees (Men and Stacks, 2013). In some cases employees may believe that they do possess the necessary skills to perform a task however may not have the necessary authority delegated to them by management in order to make the necessary decisions (Men and Stacks, 2013).

Lightfoot (1986) defines empowerment in an educational context as the teacher's opportunities for choice, participation in decision making, autonomy and responsibility in organizations. Sweetland and Hoy (2000) believe that empowerment is measured in terms of a teacher's ability to exercise control over critical decisions about teaching and learning conditions. Dunst (1991) has suggested that there are two aspects to empowerment. Firstly is the enabling experience which fosters autonomy, choice, control and responsibility and which, secondly, allows the individual to display existing competencies as well as learn new competencies that support and strengthen functioning. Maton and Rappaport (1984) found in a study of a number of individuals in a religious community that a sense of community and commitment related strongly to empowerment. Short, Greer and Melvin (1994, pp. 38) mention that empowerment is "a process whereby participants develop the competence to take charge of their own personal and professional growth as well as resolve their own problems". From an overall school perspective, empowerment can be expressed as a "philosophy of team work, collegiality, participation in decision making and problem solving without constraints of a bureaucratic organization" (Short, Greer and Melvin, 1994, pp.44). Rosenholtz (1985) discusses the concept of goal consensus amongst teachers within the same institution and emphasizes that it is not something that is simply achieved, it is a process whereby all staff begin to jointly participate in relevant operations and decision making processes in hopes of reaching a common goal. Jones, Latham and Betta (2013) researched the situation whereby there is a gap between reality and the rhetoric regarding employee empowerment. What was found was that certain management teams used certain techniques to create the illusion of empowerment (Jones *et al.*, 2013). The most widely used technique here was that of consensus decision making, which is essentially employed by management to create the illusion of joint decision making, giving employees the feeling of empowerment however in reality autocratic decisions are made by those employees in more senior positions (Jones *et al.*, 2013). While this study may have been conducted on companies in the automobile industry, the gap between what is supposed to happen and what actually happens is an important shortfall to note from past research and applied to the context of this research.

Short and Rinehart (1992) conducted a study in nine schools districts across America from 1989 to 1992, using the School Participant Empowerment Scale (SPES) as a research instrument, and found six dimensions of teacher empowerment. These six dimensions are involvement in decision making, teacher impact, teacher status, autonomy, opportunities for professional development and teacher self-efficacy (Short, 1992). Throughout numerous pieces of literature, at least one of these six themes appears as a common theme of empowerment. Short (1992) believes that an understanding of these six dimensions should develop a base upon which strategies for empowering teachers can be developed.

These six dimensions developed by Short and Rinehart (1992) are used as a framework for measuring empowerment in this research and are discussed below.

i. Decision Making

Short (1992) describes this dimension as participation of teachers in the critical decisions that directly affect their work. This is a key aspect of empowerment as it provides teachers with a significant role in the school's decision making which therefore allows them to gain greater control over their work environment (Short, 1992). A significant strength of such shared decision making is the development of the problem-solving capabilities of teachers whereby a decision becomes what Rosenholtz (1985) refers to as a conscious, well-reasoned choice. This development is important as teachers begin to feel ownership and commitment towards the process (Rosenholtz, 1985). Quite simply put, Short (1992) believes that empowered teachers are more willing to take ownership of problems and to find solutions than teachers who are left out of decision making processes.

Marks and Louis (1999) discuss the concept of site-based decision making, whereby decisions can be made by the teachers closest to students and the learning conditions. "Participation in the technical decision making processes increases the teachers sense of control and ownership of the goals of the institution and also increases their stake in the future of the enterprise" (Rosenholtz, 1985, pp.374). VanYperen, van den Berg and Willering (1999) conducted a study on the relationship between participation in decision making and employees OCB. It was found that a shared participation and involvement in organization based decisions is accompanied by a higher collective willingness to behave in ways which contribute to the overall organisation effectiveness (VanYperen *et al.*, 1999). Men and Stacks (2013) discuss the importance of employees being delegated sufficient authority or freedom to make the necessary decisions.

ii. Opportunities for Professional Growth

This dimension refers to a teacher's perception that the school in which they are working is providing them with an opportunity to develop professionally as a teacher (Short, 1992). Assisting teachers in increasing their knowledge about teaching and develop a range of teaching strategies is a necessity for empowering teachers (Maeroff, 1988).

iii. Teacher Status

This dimension refers to the respect a teacher gets from colleagues, students as well as the public (Short, 1992). Maeroff (1998) believes that status is an issue which has arisen in the past due mainly to the measly salaries paid to teachers as well as the deteriorating faith in education from the public.

Ashton and Webb (1986) also discuss the impact that current bureaucratically structured schools are having on the status of teachers. Teachers are often left out of decision making processes and therefore feel powerless, unimportant and unappreciated by the school as well as the public (Ashton and Webb, 1986).

iv. Teacher Self-Efficacy

The self-efficacy dimension directly refers to the teachers perceptions that they have the adequate abilities to teach students effectively and effect changes in their students learning (Short, 1992). Ones self-efficacy develops as an individual gains self-belief that they are competent and skilled enough to affect the desired outcome (Short, 1992). Rosenholtz (1985) relates a teacher's self-efficacy to the subsequent decisions that are made by that teacher and again stresses that adequate decision making is essential to creating an empowering and effective school. Rosenholtz (1985) also relates the performance of students to the teacher's certainty and belief in their own abilities and skills as a professional teacher. "Effective schools are governed by principals who convey certainty that their teachers can improve student performance and that students themselves are capable of learning" (Rosenholtz, 1985, pp.360). Unfortunately there is very little assurance that a teachers decision about a certain instruction or action is directly related to the students success, this feeds to the uncertainty a teacher feels about their own competence as a professional (Short, 1992). Glickman (1990) mentions that empowerment could be a way of changing teacher efficacy and indirectly affecting our children's education. Men and Stacks (2013) conclude that while self-efficacy is an important but is insufficient for complete employee empowerment. While it is important for employees to believe that they do possess the necessary skills and competence to perform, it can't be used individually to induce effective employee empowerment (Men and Stacks, 2013).

v. Autonomy

Autonomy refers to a teachers understanding and belief that they have control over certain aspects of their work life and can act independently in this regard (Short, 1992). "The hallmark of autonomy is the sense of freedom to make certain decisions" (Short, 1992, pp.12). Pearson and Moomaw (2005) states that teacher autonomy is the common link between teacher motivation, job satisfaction and professionalism. An aspect of autonomy, which ties in with the decision making dimension of empowerment, is that of risk taking and experimentation behaviours (Short, 1992). A school that creates such a climate in which its teachers operate not only encourage them to try new ideas and experiment with different teaching techniques but also enhances their feeling of autonomy (Short, 1992).

“If teachers are to be empowered and exalted as professionals, then like other professionals, teachers must have the freedom to prescribe the best treatment for their students as doctors/lawyers do for their patients; and the freedom to do so has been defined by some as teacher autonomy” (Pearson and Moomaw, 2005, pp.37).

vi. Teacher Impact

The impact of the teacher is referred to as the influence they have on school life as well as their students (Short, 1992). It feeds off the self-esteem of the teachers and that they are doing something worthwhile, in a competent manner and are being rewarded for their accomplishments (Ashton and Webb, 1986). Ashton and Webb (1986) have found that teachers do desire success in their classroom, however they receive too little recognition for their accomplishments which therefore makes them feel unsupported by not only their colleagues and school, but by the public community as well.

Although some of these dimensions are more related with personal empowerment and others with organizational empowerment, together an understanding of these six dimensions of empowerment should create a more effective school organisation with more empowered teachers (Short, 1992). Bogler and Somech (2004) describe these six dimensions as interdependent upon each other. If a teacher were to experience a feeling of greater opportunities for professional growth as well as an enhanced trust in their professional capability (self-efficacy), their status will increase along with their participation in decision making (Bogler and Somech, 2004). Overall this will lead to the teacher feeling a greater sense of empowerment which may reflect in greater commitment to the school and possibly lead to an exhibition of extra-role behaviours, such as OCB (Bogler and Somech, 2004). These extra-role behaviours are discussed next.

2.4. Organisational Citizenship Behaviours

2.4.1. What is it?

There is a plethora of information which covers the topic of OCB as well as similar concepts such as contextual performance (Borman and Motowidlo, 1993) and extra-role behaviour (Organ, 1997). Smith, Organ and Near (1983) asked several lower-level managers as part of their research into the concept of OCB, what kinds of things they would like to have people in their group do, knowing that they can't actually force them to do it, can't promise any tangible rewards for doing it, and can't punish them for not doing it? Smith et al. (1983)'s research presented the origins of the construct of OCB and has been referred to in numerous studies which followed. Since then the concept has undergone quite subtle revisions; however the core construct remains similar (Organ, 1997). Organ (1988) was one of

the first to study and discuss the phenomena known as OCB. Organ (1988: pp.4) states that the OCB construct can be defined as:

“Interest in work behaviour that is discretionary, not directly or explicitly recognized by the formal reward system, and that, in the aggregate, promotes the effective functioning of the organization.”

In his later study, Organ (1997) mentioned that, operationally, OCB's are the things that managers like employees to do even though they can't make them do it nor can they guarantee them any reward for doing it. Motowidlo (2000) mentions that Organ's (1988) work can be traced back to the interest in the notion that job satisfaction may influence organizational effectiveness through the behaviours which managers wanted but could not require through contracts or payment schemes. VanYperen *et al.* (1999) mentions that OCBs can be distinguished from normal organizational behaviours on the basis of formal role obligations. Moving forward to more recent literature Zhang (2011) believes that an employee's OCB refers to things that they choose to do spontaneously and on their own accord and which lies outside their contractual obligations. It is discretionary by nature and may not always necessarily be recognized by the formal reward system via increased salary payments or promotions (Zhang, 2011).

Organ (1988) offers a model of OCB which has been repeatedly used by multiple authors (Podsakoff, MacKenzie, Moorman and Fetter, 1990; MacKenzie, Podsakoff, Fetter, 1991; Moorman, 1991; 1993; Moorman, Niehoff and Organ, 1993; Podsakoff, MacKenzie and Fetter, 1993). This model consisted of 5 factors namely altruism, conscientiousness, sportsmanship, courtesy and civic virtue. Altruism is referred to by Organ (1997) as assisting fellow colleagues and clients. Zhang (2011) similarly mentions that altruism is simply being helpful to those people around you. Courtesy on the other hand is being polite and courteous to fellow colleagues and clients as well as seeking to prevent conflict within the organisation (Zhang, 2011). Organ (1997) further described the character of courtesy as those gestures which are demonstrated in the interest of preventing problems that would otherwise occur. The conscientiousness factor as put forward by Organ (1988) is best described as the act of doing more than what is expected as well as seeking to prevent or minimise errors. VanYperen *et al.* (1999) mentions that conscientiousness or generalized compliance includes a faithful adherence to procedural rules. Civic virtue is demonstrated by employees showing a genuine interest and involvement in the organisations processes and activities (Organ, 1997). Defending the organisations practices and policy decisions is also seen as a part of the civic virtue characteristic (Organ, 1997). A constructive involvement in the issues of the organisation is a prerequisite of civic virtue (VanYperen *et al.*, 1999). Finally sportsmanship is described best as tolerating less-than-ideal situations and conditions as well as accepting certain changes and reforms without complaining (Organ, 1997).

VanYperen *et al.* (1999, pp.378) summarizes sportsmanship as “the willingness to forebear minor and temporary personal inconveniences and impositions without fuss, appeal or protest”.

Zhang (2011) separates altruism and courtesy into the individual-directed behaviours and conscientiousness, civic virtue and sportsmanship into organisation-directed behaviours. Individual-directed behaviours are related mainly at assisting fellow colleagues with their work or personal lives, while organisation-directed behaviours are directed at bettering the overall performance of the organisation (Zhang, 2011).

There have been a number of frameworks which have included concepts which overlap with the 5 factors set out by Organ (1988), for example Van Dyne, Graham and Dienesch (1994) included in their study the concepts of social participation, loyalty and obedience, all of which overlap with Organ’s (1988) concepts of altruism, sportsmanship and civic virtue respectively. Therefore it would stand to reason that Organ’s (1988) 5 factors of OCB represents the origins of what OCB is and, as it has been used by multiple authors, is a fairly accurate measure of OCB.

2.4.2. Contextual performance

Organ (1997, pp.95) defines contextual performance as “a performance that supports the social and psychological environment in which task performance takes place.” Motowidlo (2000) discusses the concept of contextual performance, a notion which is similar to OCB, which has been of particular interest to human resource management scholars as well as organizational psychologists. There are five categories, put forward by Borman and Motowidlo (1993), of contextual performance. These included volunteering for tasks which are beyond formal job expectations, enthusiasm in task completion, assistance to others, obeying prescribed rules and procedures even when it is inconvenient and openly defending the organizations objectives (Borman and Motowidlo, 1993). The above definitions of contextual performance can be seen as quite similar however there is one quite distinctive difference between the two concepts. Contextual performance behaviours may be part of what is expected from employees or may not be what Organ (1997, pp.90) refers to as an “extra role” task. Such behaviours may fall in line with what their specific role requires and may be recognised by the formal reward system (Organ, 1997). Whereas OCB, as has already been mentioned, refers to the voluntary and discretionary behaviours performed by employees which benefits the overall effectiveness of the organisation and is not recognised by the formal reward systems (Organ, 1988).

2.4.3. Examples

Zhang (2011, pp.3) mentions a few typical examples of OCB including “offering to help a newcomer to become familiar with his/her role, volunteering to change shifts or assist colleagues in meeting deadlines.” Further examples include working overtime without the expectation of compensation or undertaking to organise or attend office functions (Zhang, 2011).

2.4.4. Why is it important?

A question which Zhang (2011, pp.4) asks is that of “what constitutes a good employee in a 21st century workplace?” Answering this question could demonstrate the importance of OCB. OCB has been shown to positively impact on an organizations effectiveness, which in itself stresses the importance of fostering these types of behaviours within in a working environment (Podsakoff *et al.*, 2000). Zhang (2011) mentions that employee’s support the organisation through their enhancing of each other’s performance and wellbeing, the benefits of this is revealed through lowered costs and greater levels of profitability. DiPaola and Tschannen-Moran (2001) mention that that OCB creates effective organizations with employees who often go beyond formal job responsibilities, perform non-mandatory tasks with no expectation of recognition or compensation. This highlights the importance of OCB to an organization as it adds to the smooth functioning and enhances the overall performance of the organization (DiPaola and Tschannen-Moran, 2001).

Crucially Bogler and Somech (2004) illustrates that OCB supplies an organisation with added resources and eliminates the need for expensive formal procedural mechanism otherwise crucial to restructuring processes. As schools move into a new era of reorganising themselves so they will have to be more dependent on teachers who are willing to give considerably more effort than what is formally required of them (Somech and Drach-Zahavy, 2000).

2.4.5. Benefits

Organ’s (1988, pp.4) definition explicitly states that OCB must “promote the effective functioning of the organisation”, which makes the benefits of OCB quite obvious. Mahembe and Engelbrecht (2014) mention that a successful team of teachers who go beyond their contractual duties and provide a performance beyond expectations is the main benefit of OCB. Although OCB’s may not be recognised via the formal reward systems of the organization, it may be reflected in the form of favourable supervision ratings or better performance appraisals (Zhang, 2011). This may facilitate future rewards gained by the employees indirectly (Zhang, 2011). Zhang (2011) discusses the flow-on effects of OCB which occur as a result of higher employee performance and wellbeing.

Zhang (2011) divides the precursors of OCB into two categories, namely; personality and attitudes. In dealing with personality LePine and Van Dyne (2001) discuss what they term the big five personality characteristics as being conscientiousness, agreeableness, neuroticism, extraversion and openness to experience. Organ and Ryan (1995) found that there is a correlation between four of the big five characteristic – conscientiousness, agreeableness, neuroticism and extraversion – and OCB. This correlation represents the influence personality has on the tendency to exhibit OCB, and it does demonstrate, quite minimally so, that some staff will be more inclined to engage in OCB's than others based on their natural personality type (Zhang, 2011). In terms of employee's attitudes towards OCB, it is certainly easier to cultivate a positive attitude within employees towards OCB than it is to change an employee's personality (Zhang, 2011). Traditional OCB predictors are job satisfaction, employee engagement, organisational commitment, motivation and supervisor trust and a positive attitude towards OCB shall produce higher levels of these predictors which in turn should lead to a more effective organisation (Zhang, 2011).

VanYperen *et al.* (1999, pp.378) provides simple examples of how Organ (1988)'s 5 factor model can benefit an organization:

“a conscientious employee may require little supervision-employee exhibiting altruism and courtesy could save the organisation a great deal of time and costs in training and ‘crisis’ management, respectively; poor sportsmanship prevents managers spending enough time on more important job functions; and employees high on civic virtue may save costs by providing constructive suggestions regarding changes that might be made in their department or company.”

The way in which an organisation benefits from OCB's is through employee's behaviours which lower costs and raise profitability and productivity (Zhang, 2011). Some examples of the benefits which arise from employee OCB is lower rates of absenteeism and turnover, higher employee well-being, greater cooperativeness between workers which raises productivity levels and an overall enhanced social working environment (Zhang, 2011).

2.4.6. Limitations/Pitfalls

Zhang (2011) discusses three main issues organisations should be aware of when encouraging and promoting OCB amongst their employees. Firstly is the issue of discrimination, specifically relating to gender. Women are sometimes expected to engage in certain types of citizenship behaviours by nature (i.e. altruistic and courteous), while there is less of an expectation on men (Zhang, 2011). Secondly is the issue of organisational justice, some supervisors may reward OCB more so than others which may lead to a perceived unfairness amongst employees (Zhang, 2011). This is an important issue as it

could not only lead to lower levels of OCB but could lead further into breeding counterproductive work behaviour which is dealt with later on in this research. Finally is the issue of habituation, which is where OCB moves away from being a spontaneous and voluntary behaviour to becoming an internalised organisational norm (Zhang, 2011). This breeds a phenomenon Zhang (2011, pp.11) has termed “citizenship pressure” which could impact negatively on employee’s stress levels.

2.4.7. Counterparts of OCB

Spector and Fox (2002) mentioned that there are two independent streams of voluntary employee behaviours which have developed of recent years. First of these two is the voluntary, altruistic and helpful acts known as OCB, as is discussed above, second is the voluntary destructive behaviours known as counterproductive work behaviour (Spector and Fox, 2002) or workplace deviance behaviour (Lee and Allen, 2002). Failure on the behalf of the organisation to identify and encourage OCBs could lead to costs being incurred in the form of counterproductive work behaviours/workplace deviance behaviours.

i. Counterproductive Work Behaviour

Spector and Fox (2002) discuss the concept of counterproductive work behaviour (CWB) and parallel it to OCB. Over the past few years there has been a gradual shift towards focusing on employees voluntary behaviours, and they believe that focusing on employee’s emotions may be an effective way of addressing voluntary behaviour (Spector and Fox, 2002). While one side of the coin focuses on voluntary beneficial behaviours such as OCB, the other side deals with voluntary, destructive and detrimental behaviours that impact negatively on individuals and the organisation , i.e. CWB (Spector and Fox, 2002). CWB is behaviour which is intended to hurt the organisation or directly the members of the organisation (Spector and Fox, 2002). Examples of these acts include “avoiding work, doing tasks incorrectly, physical aggression, verbal hostility (insults), sabotage and theft” (Spector and Fox, 2002, pp.271). Organizational constraints, role ambiguity and conflict, interpersonal conflict and perceptions of justice were seen as the major causes of CWB (Spector and Fox, 2002). The major concern regarding CWB is that these types of behaviours are usually hidden and are committed on the individuals own accord, this therefore makes it difficult to control and deal with (Spector and Fox, 2002).

ii. Workplace Deviance

Lee and Allen (2002) discuss the concept of workplace deviance behaviour (WDB) and mention briefly it is behaviour that violates the organisations norms which would threaten the well-being of the

organisation and its members. Similar examples of behaviours as CWB are exhibited in the form of theft, work avoidance and sabotage (Lee and Allen, 2002). Instrumental and expressive motives for WDB are discussed; instrumental motives being behaviours which attempt to reconcile a disparity and restore equity while expressive motives are those behaviours which demonstrate employees need to express their displeasure with a certain situation (Lee and Allen, 2002). Feelings of underpayment could result in instrumental behaviours such as theft or work avoidance or could result in expressive behaviours such as outrage or frustration (Lee and Allen, 2002). Lee and Allen (2002) found that either of these motives are negatively related to wellbeing of the organisation and its members and should therefore be avoided and controlled as much as possible by management.

2.4.8. Factor analysis of OCB

In order to derive the questionnaire used to conduct a study of the influence of teacher empowerment on the OCB in teachers in Israeli middle and high schools, Somech and Drach-Zahavy (2000) conducted a factor analysis. From this analysis, three separate factors emerged, namely behaviours directed towards the individual student, directed towards fellow colleagues and behaviours directed towards the school organisation as a whole (Somech and Drach-Zahavy, 2000). Behaviours oriented towards the individual student are those which are aimed at improving the quality of teaching and helping students to improve their performance (Somech and Drach-Zahavy, 2000). While behaviours oriented towards the team of fellow colleagues are those which are aimed at assisting a specific colleague or group of colleagues (Somech and Drach-Zahavy, 2000). Behaviours oriented towards the organisation as a whole are often more impersonal which are not aimed at any specific person but towards the team or school as a unit (Somech and Drach-Zahavy, 2000). This three dimension construct, as was used by Bogler and Somech (2004) and Belogovsky and Somech (2010), was developed specifically for the context of school teachers and is therefore adequate for use in this study.

2.5. *OCB relationship with empowerment: A teacher's context*

We have already defined empowerment in the context of teachers, therefore we now need to apply the concept we have just defined, OCB, to a teacher's context. Zeinabadi and Salehi (2011, pp. 1472) mention that "nowadays schools are becoming more dependent on teachers who are willing to contribute to successful change and are ready to help students and colleagues voluntarily." OCB is therefore a useful concept to use in illustrating such behaviours and enhancing the overall effectiveness of the school and organization (Zeinabadi and Salehi, 2011).

The six dimensions of empowerment as developed by Short (1992) were used in Bogler and Somech (2004)'s study, while the same 3 factor model of OCB was referred to with regards to the teachers OCB. From Bogler and Somech (2004)'s study it was found that teacher self-efficacy, participation in decision making and teacher status are the three most significant predictors of OCB (Bogler and Somech, 2004).

In terms of a teachers self-efficacy, Bogler and Somech (2004)'s study revealed that those teachers who have high expectations from themselves to perform effectively will be more prone to participate in 'extra-role' functions which are beyond what is expected from them. A teacher's status was revealed as a crucial predictor of OCB's, as those teachers who believe they have professional respect and admiration from their colleagues and the public will be inclined to contribute more to their school (Bogler and Somech, 2004). Meanwhile, the more a teacher perceives that he/she have opportunities for professional growth the more they will endeavour to act for the better of the organisation and display greater levels of OCB (Bogler and Somech, 2004). Participation in decision making was revealed, in Bogler and Somech (2004)'s study, as a crucial predictor of OCB. It was found that it positively effects a teacher's job satisfaction which would stand to reason that teachers satisfied with their job will exhibit more OCBs (Bogler and Somech, 2004). Although teachers' perceived autonomy and impact were excluded from the tests which Bogler and Somech (2004) ran, they did conclude that they did expect both of them to have an impact on the OCB displayed. It could be expected that teachers who experience high levels of autonomy and feel as if their actions have considerable impact on the outcome of the organisation can be expected to contribute more than is expected of them to the school (Bogler and Somech, 2004).

Bogler and Somech (2004) mention a few implications of their study to principals of schools. Since it was revealed that self-efficacy, status and participation in decision making are the most powerful predictors of OCBs; principals should work towards establishing working conditions which allow for teachers to feel high levels of competency, self-esteem and joint participation in relevant decisions (Bogler and Somech, 2004). Bogler and Somech (2004, pp.286) also mention that "principals need to recognize that the feelings and perceptions of teachers about their schools, and their desire to attain opportunities for professional growth, are beneficial to the organization itself". Appelbaum *et al.* (2014) also discuss the importance of not just considering the individual traits of the employee but also to take into account the employee's relationship with superiors. This relationship specifically affects an employee's disposition to being empowered by a superior member of staff (Appelbaum *et al.*, 2014). Finally it is important to note the shortfalls identified in Jones *et al.* (2013)'s study, whereby the illusion of employee empowerment was created by management. Creating an illusion of

empowerment in a manner which is not followed through on by management can lead to counter productive work behaviours or work place deviance being exhibited which are detrimental to the organization, as opposed to OCB's which are beneficial to the positive performance of the organization.

Somech (2010) discuss the importance of participative decision making in inducing greater benefits for the school as an institution. Productivity, innovation and greater levels of OCB are the main outcomes for a school induced by inclusive decision making, which is one of the elements of empowerment discussed in this study (Somech, 2010).

2.6. Conclusion

Past research has revealed some quite clear definitions of both empowerment as well as OCB and has applied them to a number of contexts and relationships with other concepts. Perhaps the most relevant piece of existing literature is that of Bogler and Somech (2004) as it applies both these concepts to the context of teachers as well as analyses the relationship between the two. What has been revealed is that higher levels of empowerment of the employees will, according to past literature, result in higher levels of OCB displayed within the organisation (Motowidlo, 2000). Principals should therefore take note of this, as it has also been revealed from existing literature (VanYperen, 1999; Zhang, 2011), that higher levels of OCB are related to greater organisational effectiveness and performance.

CHAPTER 3: RESEARCH METHODOLOGY

3.1. Introduction

The previous chapters reviewed the literature relating to the concepts of OCB and empowerment as well as the relationship between the two. This chapter sets out the hypothesis and sub-hypotheses that are tested in this research as well as the methodology that was used to test these hypotheses. Remenyi (1996, pp. 22) mentions that there are three main questions which need to be addressed when commencing research. These questions are “why research?”, “what to research?” and “how to research?” (Remenyi, 1996, pp.22). This chapter seeks to address the first and last of these questions, while the previous chapter dealt with the second of these questions.

This chapter will provide an explanation of how the research was conducted. The research problem will be stated and the research goals and objectives will follow. The hypotheses and sub-hypotheses that were tested will be identified and stated as well as the population and sample chosen. The two research instruments used, namely the SPES (Short and Rinehart, 1992) and the three dimension factor analysis (Somech and Drach-Zahavy, 2000), are discussed. The data gathering process will then be explained followed by the statistical description and data analysis methods used.

3.2. Purpose and importance of the research

This section seeks to address the question of ‘why research’, as mentioned by Remenyi (1996), by addressing the importance of the research. This research sets out to discover whether there is a significant correlated relationship between a teachers feeling of empowerment within their own work environment and their levels of OCB displayed.

Understanding what behaviours teachers believe form part of their role and what they believe are extra role behaviours can provide an indication of the teachers level of OCB exhibited in their work environment. For instance if a teacher, as a participant in this research, believes that a certain behaviour is part of their role then it can be assumed that they are likely to display such a behaviour in their own work environment. However if it is believed that a certain behaviour does not form part of a teachers role, then it can be assumed that such behaviours can be considered extra role (Bogler and Somech, 2004). Bogler and Somech (2004), VanYperen *et al.* (1999) and Zhang (2011) have established that higher levels of OCB can be linked to greater overall organisational effectiveness and performance. VanYperen *et al.* (1999) and Zhang (2011) specifically take note of the importance of OCB within a school context and have stressed that principals should take considerable note of the importance of OCB’s.

Sweetland and Hoy (2000) further discuss the concept of empowerment, stating that the empowerment of teachers is a crucial step in the direction of creating a more effective school. There are six dimensions of the concept of empowerment, as prescribed by Short and Rinehart (1992), which are measured and tested using the SPES.

Bogler and Somech (2004) discuss the importance of the relationship between empowerment and teachers behaviours stating that higher levels of empowerment could lead to not only greater commitment but possibly some extra role behaviours. The importance of the research is specifically targeted at, but not limited to, Principals and relevant authorities of schools.

3.3. Goals of the Research

The overall goal of the research is to investigate the relationship between employee empowerment and OCB of teachers within Independent Senior schools in Grahamstown in the Eastern Cape, South Africa.

The research uses the six dimensions set out by Short and Rinehart (1992); namely involvement in decision making, opportunity for professional growth, status as a teacher, self-efficacy as a teacher, autonomy to do the job and the impact on the school, students and fellow colleagues; to measure the level of empowerment. Somech and Drach-Zahavy (2000), Bogler and Somech (2004) and Belogovsky and Somech (2010) separate the concept of OCB into three different categories, namely behaviours towards students, towards fellow colleagues or the team and towards the school or organisation. Belogovsky and Somech (2000) originally identified that some behaviours are more impersonal by nature and are aimed directly at the benefit of the whole team or unit as a whole, thus such behaviours were categorized as OCB towards the school. Meanwhile some behaviours were identified as intentionally directed at assisting fellow colleagues and thus were categorized as OCB's towards the team (Belogovsky and Somech, 2000). Finally certain behaviours were identified as aimed at improving the quality of teaching and helping students improve their achievements and therefore were categorized as OCB's towards the students (Belogovsky and Somech, 2000). For the purposes of testing the hypothesis and sub-hypotheses of this research, OCB will be considered as a concept as a whole but empowerment will be considered as a make-up of the six dimensions set out by Short and Rinehart (1992). Although the three categories mentioned by Belogovsky and Somech (2000) are used for additional purposes, they are not central to testing the hypothesis and sub-hypotheses of this research.

The goal of this research is therefore to investigate the relationship between Bogler and Somech (2004)'s conceptual ideology of OCB and Short and Rinehart (1992)'s six dimensions of empowerment. The main hypotheses and sub-hypotheses are stated below:

Main hypotheses:

H₀: There is no statistically significant correlated relationship between the empowerment of teachers and their level of OCB.

H₁: There is a statistically significant correlated relationship between the empowerment of teachers and their level of OCB.

Sub-hypotheses:

1. H₁₀: There is no statistically significant correlated relationship between a teacher's participation in decision making and their level of OCB.

H_{1A}: There is a statistically significant correlated relationship between a teacher's participation in decision making and their level of OCB.

2. H₂₀: There is no statistically significant correlated relationship between a teacher's opportunity for professional growth and their level of OCB.

H_{2A}: There is a statistically significant correlated relationship between a teacher's opportunity for professional growth and their level of OCB.

3. H₃₀: There is no statistically significant correlated relationship between a teacher's feeling of status and their level of OCB.

H_{3A}: There is a statistically significant correlated relationship between a teacher's feeling of status and their level of OCB.

4. H₄₀: There is no statistically significant correlated relationship between a teacher's self -efficacy and their level of OCB.

H_{4A}: There is a statistically significant correlated relationship between a teacher's self -efficacy and their level of OCB.

5. H₅₀: There is no statistically significant correlated relationship between a teacher's feeling of autonomy and their level of OCB.

H5_A: There is a statistically significant correlated relationship between a teacher's feeling of autonomy and their level of OCB.

6. H6₀: There is no statistically significant correlated relationship between a teacher's feeling of impact and their level of OCB.

H6_A: There is a statistically significant correlated relationship between a teacher's feeling of impact and their level of OCB.

As has already been mentioned, additional tests were conducted to measure the correlation and statistical significance of the relationship between the same six dimensions of empowerment and the three categories of OCB (towards the school, team and student). However these results are not significantly relevant to the main premise of this research, however do present some interesting information which could potentially add value to the overall scope of this research, as well as present a possible area for future studies.

3.4. Methodology

The paradigm adopted for this research is post positivism and the methodology is a quantitative one using statistical data capturing and analysing techniques to reject or not reject a predetermined null hypothesis (Guba and Lincoln, 1994).

The Vice-principals of the three Independent Senior schools were approached and the research was explained to each of them respectively. The benefits, limitations, processes and ethical considerations were discussed with these relevant authorities and approval to conduct the research on their teachers was granted upon editing and adapting the necessary areas of the research in line with their concerns and queries.

3.5.1. Population and Sample

There are three Independent Senior schools in Grahamstown; namely Diocesan School for Girls, St Andrews Boys College and Kingswood College; together consisting of 150 teachers overall. These three schools were selected for this study as there are a number of consistencies present between them. They are all situated within the same geographical area, are all Independent Senior schools, employ approximately the same number of teachers and operate within the same economic climate. The entire population of teachers in Independent Senior schools in Grahamstown were sampled via an online questionnaire derived from the studies conducted by Belogovsky and Somech (2000) and Short and Rinehart (1992). 76 responses were received from the 150 teachers sampled, which translates into a

response rate of 50.7%. Please refer to Appendix A which contains the Questionnaire used in the research, and is discussed below.

3.5.2. Research Instruments

Two research instruments were used in this study. The first of these instruments is the three dimension factor analysis of OCB developed originally by Somech and Drach-Zahavy (2000) but restructured by Bogler and Somech (2004) and Belogovsky and Somech (2010). The second instrument used in this study is the School Participant Empowerment Scale (SPES) as derived by Short and Rinehart (1992).

Below these two instruments are discussed.

i. Three dimension factor analysis

The three dimension factor analysis aims to measure data representing the participants belief of what behaviours are “in role”, and therefore indirectly what behaviours they believe are “extra roles” or OCB’s. The questionnaire developed by Belogovsky and Somech (2000), and later developed by Bogler and Somech (2004), is used to gather such data. This analysis separates the data into three different categories, namely behaviours directed towards the school, the team and the students.

ii. SPES

The SPES, developed by Short and Rinehart (1992), is used to gather data from participants regarding their own feelings of empowerment within their own work environment. The scale separates the data into six categories, namely decision making; professional growth, status, self-efficacy, autonomy and impact.

Both of these instruments have been used in past studies and in some instances, such as the study conducted by Bogler and Somech (2004), have been used in conjunction with each other. This therefore justifies the use of these research instruments in this study.

3.5.3. The Questionnaire

The questionnaire is aimed at gathering data regarding a teachers feeling of empowerment in the work environment as well as their levels of OCB exhibited in their work environment. Therefore the questionnaire is aligned in such a way as to gather sufficient information aimed at addressing the research problem.

The two separate questionnaires, derived from Short and Rinehart (1992) and Belogovsky and Somech (2000) respectively, were combined into one questionnaire with two parts and was converted

into an online questionnaire. The questionnaire is separated into two sections, part one relating to OCB and part two to empowerment. Part one, derived from the studies by Belogovsky and Somech (2000) and Bogler and Somech (2004), consists of 20 items relating to OCB. In line with the categorization of OCB into three sectors by Bogler and Somech (2004), these 20 items are divided into 3 sectors, namely OCB toward the school (6 items), the team (8 items) and the student (6 items). Question numbers 1 to 6 reflect the respondent’s feelings of OCB towards the school, numbers 7 to 14 reflect OCB towards the team and numbers 15 to 20 reflect OCB towards the students (Bogler and Somech, 2004). In this section, participants were asked to indicate the extent to which they believed each respective item was a teachers “in role” behaviour on a 5-point Likert scale from 1 (strongly disagree) to 5 (strongly agree).

Part two of the questionnaire consists of 38 items relating to the respondents feelings of empowerment, divided into six sections as per Short and Rinehart (1992)’s dimensions, namely decision making (10 items), professional growth (6 items), status (6 items), self-efficacy (6 items), autonomy (4 items) and impact (6 items). Table 1 displays how the 38 questions of empowerment (part 2 of the questionnaire) are divided amongst Short and Rinehart (1992)’s six dimensions, please refer to Appendix A.

In this section participants were asked to rate how well each respective item described how they felt in their own work environment on a 5-point Likert scale from 1 (strongly disagree) to 5 (strongly agree). The questionnaire was sent to the Vice-principals for their approval and was subsequently sent via email to the teachers at their respective schools.

Table 1: Separation of part 1 of the questionnaire (refer to Appendix A) into the relevant dimensions of OCB as set out by Short and Rinehart (1992).

<u>Short and Rinehart (1992)’s dimensions</u>	<u>Question number relating to the respective dimension</u>
Decision Making	1;7;13;19;25;30;33;35;37;38
Professional Growth	2;8;14;20;26;31
Status	3;9;15;21;27;34

Self-Efficacy	4;10;16;22;28;32
Autonomy	5;11;17;23
Impact	6;12;18;24;29;36

3.5.4. Response rate limitations

Typically low participant response rates is a major constraint of the method of data collection chosen in this research, as noted by multiple authors such as Rhodes, Bowie and Hergenrather (2003); Riva, Teruzzi and Anolli (2003) and Lefever, Cal and Matthiasdottir (2007). Response rates of 15% to 29% have been considered reasonable amongst most online Questionnaires (Lefever, et al., 2007, pp.576). Therefore in order for a statistically significant result to be drawn from the data, a response rate of 29% or more is needed (i.e. given 150 teachers at the three schools have been sampled, 43 completed questionnaires are required). Despite these possible issues, an online questionnaire was chosen for this research for the time and cost efficiency benefits, as noted in studies by Rhodes, et al. (2003); Riva, et al. (2003) and Lefever, et al. (2007).

With this information in mind, as well as the understanding that the sample size of 150 participants is statistically limiting and therefore as many response as possible is needed, the targeted minimum number of completed questionnaires for this research was 50% (i.e. 75 completed questionnaires). As has already been mentioned, the actual number of completed questionnaires gathered from participants was 76, a response rate of 50.7%. This is in line with the initial target and is well above the typical response rate discussed by Lefever et al. (2007, pp.576). This therefore provides the research sufficient enough data to run significant statistical tests.

A number of techniques were used to boost this response rate above the typical rate of 15%-29%, as was concluded by Lefever, et al. (2007, pp.576). Firstly the email containing the link to the questionnaire was sent to the teachers by a figure of authority (i.e. Vice-principal) in the hopes that it would evoke a higher response rate. Secondly, given the Vice-principals initial support for the research, they were encouraged to include their own words of support in the email in order to stimulate their teacher's participation rate. The Vice-principals were willing to provide their own words of support as the benefits of the research were made evident to them by the researcher upon attaining approval to conduct the research. The Vice-principals were encouraged to be as involved as they wished, as their active support of the research would benefit not only the research but possibly

their own school as a whole. Finally a reminder email was sent out to the teachers two weeks after the initial email was sent, to remind those teachers who may have forgotten or did not respond the first time around. This technique, as described by Lefever, et al. (2007), is proven to evoke a greater online response rate as it gives participants a second chance to partake in the research.

3.5.5. Analysis of data

The data gathered from the questionnaires were arranged in a manner which allowed for specific statistics to be observed and tests to be run. The averages, medians and modes of the results were observed and presented using tables and histograms in order to describe the data attained. These test were run using MS Excel.

Having described the data attained from the research, a Pearson correlation test was conducted which resulted in two relevant test statistics namely the Pearson correlation coefficient (r) and the relevant p-value of that coefficient. Fenton and Neil (2012) discuss the relevance of these two test statistics, stating that the correlation coefficient determines whether two paired sets of data are related while the p-value is used to measure the significance of the relationship between the paired sets of data.

The average response to each question was calculated and recorded using a MS excel spreadsheet to facilitate the statistical analysis. The statistical analysis used in this research involves an independent variable namely empowerment (decision making, professional growth, status, self-efficacy, autonomy and impact) and a dependant variable namely OCB. Further analyses done in this research broke down OCB, as the dependent value, into the three categories of OCB as prescribed by Bogler and Somech (2004).

A correlation analysis, using MS excel, was performed in order to establish whether there is a relationship between OCB and the six dimensions of empowerment as well as empowerment as a whole concept. A correlation analysis between two variables ultimately results in obtaining a correlation coefficient between -1 and +1. The sign indicates the direction of the result, i.e. negative or positive (Fenton and Neil, 2012). A coefficient which is closer to -1 indicates that the two variables are strongly negatively related, whereas a coefficient closer to +1 indicates that there is a strong positive relationship between the two variables (Fenton and Neil, 2012).

The correlation analysis illustrates the relationship that exists between the two variables, however the p-value represents the probability of the occurrence of such a relationship occurring (Keller and Warrack, 1997). Fenton and Neil (2012) state that a p-value is a number between 0 and 1 which represents the probability that this data would have arisen if the null hypothesis is true. Statisticians

use this as a standard measure of the statistical significance of their analyses (Fenton and Neil, 2012). The statistical significance depends on the selected levels of significance at which it is tested, for this study a 95% level of significance is used. This therefore means that in testing the null hypothesis (H_0) against the alternative hypothesis (H_A) we need to observe the respective p-values obtained. A low p-value (i.e. below 0.05) suggests that H_0 can be rejected and H_1 can be assumed to be true at a 95% confidence level (Fenton and Neil, 2012). However if the p-value is greater than 0.05, then the null hypothesis (H_0) is accepted as true.

3.6. Limitations

There were a number of limitations to this research at the outset, however they have been dealt with and mitigated as much as possible throughout this research. Firstly a major limitation to this study was that of the feasibility of using an online questionnaire given the typically low response rates linked to them. This was overcome by using the three techniques mentioned above in section 3.5.4.

The second and third major concerns stem from issues raised by the Vice-principals. These were the anonymity of the teachers as participants and the issue of not gathering data from all teachers. To counteract the anonymity, issue the questionnaire states clearly that the identity of each participant is completely anonymous and that the results will not be made public or used for any other reason than research. This was done so to avoid any unfavourable consequences coming to the individual participant, or school, based on the responses received from the questionnaire. The Vice-principals were assured that the anonymity of their teachers will be protected and participants, too, were assured the same. With regards to the issue of not gathering data from all teachers the main issue was that participation in the research could not be made compulsory, as it may evoke forced responses and impact on the validity of the data gathered. Therefore techniques were used in order to evoke the highest level of participation possible, without forcing participants to partake. Techniques such as asking the Vice-principals, as figures of authority in the school, to send the email to the teachers; offering the Vice-principals the opportunity to add their own words of support for the research in order to encourage greater participation from all teachers and sending out a reminder email encouraging participants to partake. A major concern from the Vice-principals was that by partaking in the research which is aimed at benefiting the school, the teachers are indirectly displaying OCB already and therefore only data from teachers who display such behaviours will be collected. The techniques mentioned above were used to mitigate this concern.

A final limiting concern, also stemming from the discussion with the Vice-principals, is that of the difference between expected behaviours of teachers from the school and OCBs which traditionally are

deemed as extra role behaviours which fall outside the contractual obligations and expectations of the teachers. This limitation is discussed at a later stage in this research, however what is meant by this is that there are some behavioural items of the OCB section of the questionnaire (part 1) which the Vice-principals deem as expected from their teachers. The teachers, as participants in the study, may therefore also deem these items as expectations and consider them as part of their role as a teacher and not extra-roles outside of the contractual obligation. This limitation is discussed in Chapter 5 of this research.

3.7. Conclusion

In concluding, the methodology of this research followed a seven step process. Step one involved seeking initial approval from the relevant authorities to conduct the research on the school staff. This step involved initial research into the relevant theories and basic methodologies to be used in the research. Secondly a questionnaire was formulated, from prior literature and research. This questionnaire sought to assess the necessary aspects of both OCB and empowerment and was derived from relevant previous literature. The third step was to seek approval of the questionnaire from the schools authorities as well as the intended methods of collection of the questionnaire, i.e. online survey. Step four was to initiate the questionnaire distribution process, which was done so by sending out the questionnaire to the teachers, using the techniques mentioned above. This step included sending out a reminder email to the teachers. Step five was to gather the data, which involved processing the results in a manner which would allow statistical analysis to be conducted. Step six involved describing the data collected using averages, medians and modes as well as conducting statistical analyses using the relevant statistical test (i.e. Pearson correlation and p-value analysis). The final step of the research methodology was to analyse the results attained from the statistical tests and to interpret them within the relevant context of the research (i.e. the correlation and statistical significance of the relationship between OCB and empowerment of teachers in Independent Senior schools within Grahamstown). Given that this chapter has covered how the research was conducted, the next chapter seeks to discuss what the research has yielded (i.e. the results attained).

CHAPTER 4: RESULTS

4.1. Introduction

This chapter sets out the results obtained from the research which followed the methodology discussed in the previous chapter. The descriptive statistics of the data are displayed for both parts of the questionnaire in order to describe the data attained. The data analysis results are then displayed and briefly discussed. The correlation coefficients obtained from the correlation analyses and the respective p-values will be presented and briefly discussed. The results are displayed in respective tables and figures in this chapter.

4.2. Results

4.2.1. Descriptive statistics

The questionnaire is divided into two different parts, namely OCB and empowerment. The descriptive statistics are therefore divided into these respective parts as set out below.

i. Part 1: Organizational Citizenship Behaviours

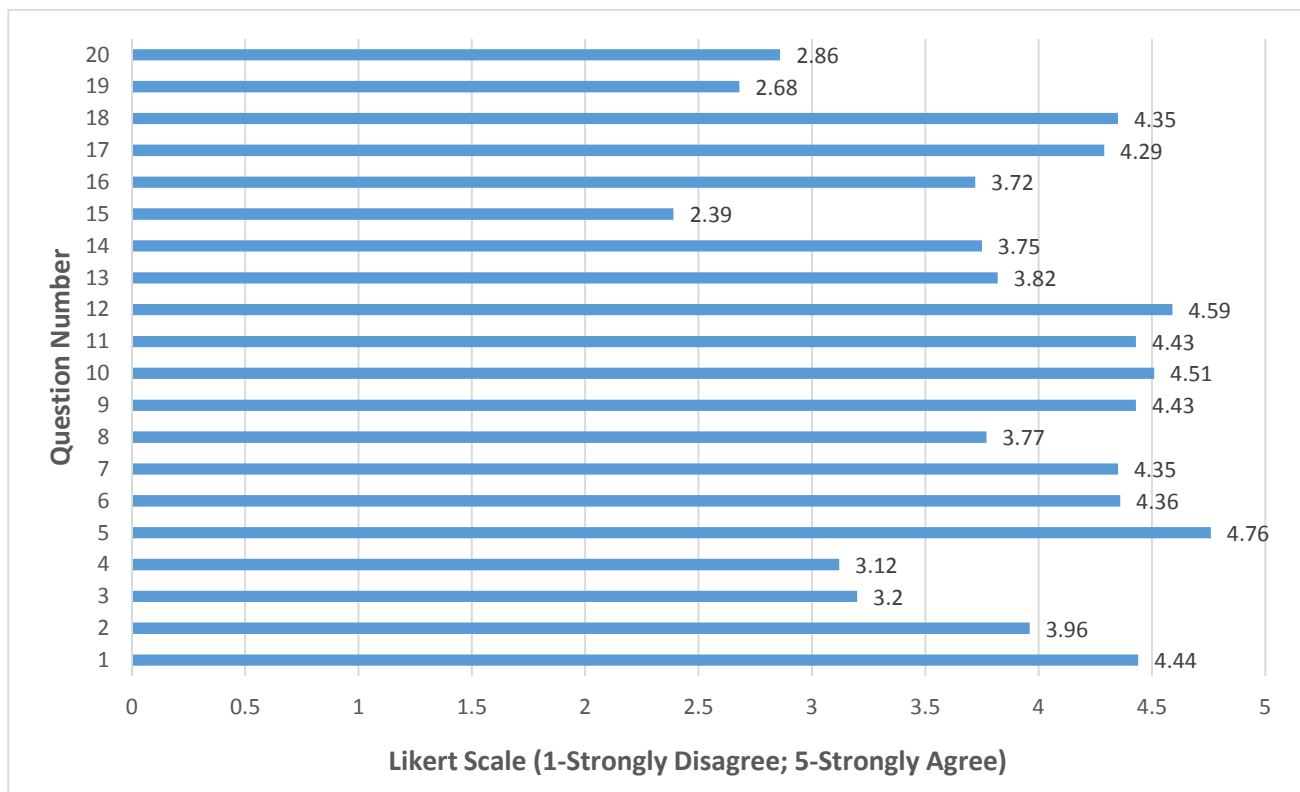


Figure 1: The average response to each question in part 1 of the questionnaire.

Figure 1 illustrates the average responses to each question of part 1 of the questionnaire, where the X axis represents the Likert scale and the Y axis the respective question number. Part 1 asked questions

relating to the teachers feelings of behaviours that should form part of a teachers “in role” behaviour. From these results it can be seen that the highest average response, from the 76 respondents, was 4.76 to question number 5. Given the Likert scale of 1 (Strongly Disagree) to 5 (Strongly Agree) used in this questionnaire, this average suggests that, on average, the participants most strongly agreed that giving advanced notice if not able to come to work should form part of a teachers ‘in-role’ behaviour (please refer to Appendix A for the questions relating to each question number). These results also illustrate that the lowest average response to part 1 of the questionnaire was 2.39 in response to question number 15. This indicates that, on average, the participants most strongly disagreed that participating in the private celebrations of learners (e.g. birthdays) should form part of the ‘in-role’ behaviours of a teacher. From the results it can also be seen that question numbers 1, 5, 6, 7, 9, 10, 11, 12, 17, 18 yielded an average response of above 4 which suggests that the participants agree that the behaviours referred to in these questions should form part of teachers ‘in-role’ behaviours. Contrastingly questions 15, 19, 20 yielded average responses of below 3 which suggest that the respondents believe that these behaviours should not form part of teachers ‘in-role’ behaviours.

Please refer to Appendix B which illustrates the modes and medians of the responses to each question in part 1 of the questionnaire. It can be seen that the highest mode observed is 5 for question numbers 1, 5, 6, 7, 9, 10, 11, 12, 13, 17, 18. The lowest mode observed is 1, again in response to question number 15. The highest median observed is 5 in response to question numbers 1, 5, 6, 7, 9, 10, 11, 12, 18. The lowest median observed is 2, once again in response to question number 15. What this data suggests is that the participants disagreed that the specific behaviour referred to in question 15 should form part of a teachers ‘in-role’.

ii. Part 2: Empowerment

Figure 2 illustrates the average responses to each question in part 2 of the questionnaire, where the X axis represents the Likert scale and the Y axis the respective question number. Part 2 asked questions relating to the participants feeling of empowerment within their own work environment. From these results it can be seen that a highest average response of 4.65 was found in response to question number 27. This indicates that the participants most strongly agreed that they, as teachers, felt they have a strong knowledge base in the areas in which they teach. The lowest average response captured was 2.21 in response to question number 19. This illustrates that the participants most strongly disagreed that they were involved in school budget decisions. Question numbers 1, 2, 3, 4, 6, 9, 10, 11, 12, 14, 15, 16, 18, 20, 21, 22, 26, 27, 28, 29, 31, 32, 34, 36 revealed average responses of above 4 which suggests that respondents felt empowered in the manner suggested by those respective questions. Only question 13 and 19 revealed averages of below 3 which suggests that the respondent

did not feel empowered in the manner described by those specific questions. As the majority of the responses were above 4, it can be assumed that, on average, the participants agreed to feeling empowered in their own work environment.

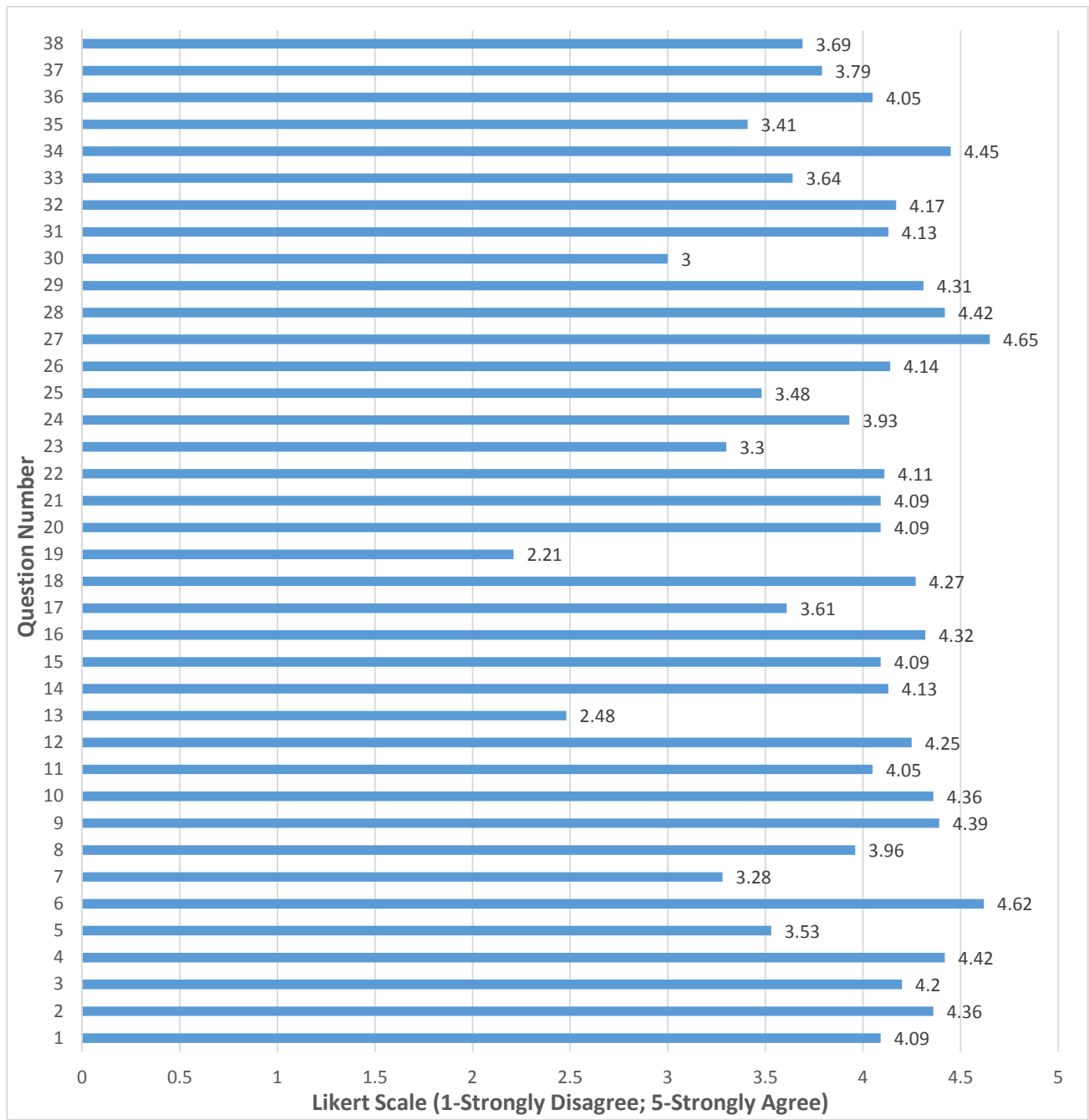


Figure 2: The average response to each question in part 2 of the questionnaire

Please refer to Appendix C, which illustrates the modes and medians of the responses to each question in Part 2 of the Questionnaire. From these results it is seen that a highest mode of 5 is found for question numbers 4, 6, 9, 16, 27, 28, 34. The lowest mode of 1 is found for question numbers 13 and 19.

iii. Questionnaire: General Discussion

Table 2: The average response, average median and average mode of the response to part 1 and 2 of the questionnaire.

	Average Responses	Median	Mode
Part 1 - OCB	3.89	4	5
Part 2 - Empowerment	2.21	4	4

Table 2 illustrates the average responses, average median and average mode of the responses to the questions from the respective parts of the questionnaire. It is seen that the average response to part 1 (3.89) is higher than part 2 (2.21). The average medians are the same however the average modes of the responses to part 1 (5) are higher than in part 2 (4).

As was mentioned in Chapter 3, the concepts of OCB and empowerment can be divided into respective categories and dimensions as set out by previous literature. Each category and dimension was represented by specific questions in the questionnaire, as mentioned in section 3.5.2 of Chapter 3. Somech and Drach-Zahavy (2000) sets out the three categories of OCB as behaviours directed towards the school, the team and the students. Short and Rinehart (1992) similarly set out the six dimensions of empowerment as decision making, professional growth, status, self-efficacy, autonomy and impact. Table 3 below illustrates the average responses, medians and modes of the responses to the questions in the questionnaire representative of the respective categories and dimensions.

Table 3: The average response, median and mode of the responses to the respective categories and dimensions in part 1 and 2 of the questionnaire.

	Average Response	Median	Mode
Part 1 - OCB	3.85	4	4.33
<i>OCB towards the school</i>	3.97	4	5
<i>OCB towards the team</i>	4.21	5	5
<i>OCB towards the student</i>	3.38	3	3
Part 2 - Empowerment	3.98	4	4.17
<i>Decision Making</i>	3.31	4	4
<i>Professional Growth</i>	4.14	4	4
<i>Status</i>	4.31	4	4
<i>Self-Efficacy</i>	4.30	4	5
<i>Autonomy</i>	3.62	4	4
<i>Impact</i>	4.24	4	4

Please refer to Appendix D for the average responses, medians and modes of each question illustrating the specific categories and dimensions from both parts of the questionnaire.

4.2.2. Data Analysis

The results displayed in Table 4 below, display the correlation and p-values attained from the respective Pearson correlation test run on the data collected. The Pearson r correlation coefficient value shows the correlation between the two respective variables. As was mentioned in Chapter 3, the correlation coefficient r value is a number between -1 and 1 (Fenton and Neil, 2012). Where a number closer to 1, suggests that there is a strong positive correlation while a number close to -1 suggests there is a strong negative correlation between the variables (Fenton and Neil, 2012). The respective correlation coefficient p-value is a number between 0 and 1 which represents the probability that this data would have arisen if the null hypothesis is true (Fenton and Neil, 2012). The level of significance in this research is 95% therefore where a p-value is below 0.05 the null hypothesis (H_0) can be rejected and the alternative hypothesis (H_A) can be accepted as true at the 95% significance level.

Table 4: The Pearson r correlation and p-value results of the relationship between organisational citizenship behaviours and empowerment and its six dimensions.

	Organisational Citizenship Behaviours	
	<i>Pearson r</i>	<i>p-Value</i>
Decision Making	0.833008881	5.96958E-06
Professional Growth	0.345304628	0.130334781
Status	0.823910993	9.60507E-06
Self-Efficacy	0.552264926	0.011989781
Autonomy	0.396333707	0.080553872
Impact	0.495067386	0.024769559
Empowerment	0.207908657	0.374193656

4.2.1. Other relevant results: three categories of OCB vs empowerment and its six dimensions

Table 5 illustrates the Pearson r correlation and p-value results attained from the statistical analysis of the relationship between the three categories of OCB (towards the school, towards the team and towards the students) and empowerment as a whole as well as the six dimensions of empowerment.

Table 5: The Pearson r correlation and p-value results of the relationship between the three categories organisational citizenship behaviours and empowerment and its six dimensions.

	OCB towards School		OCB towards Team		OCB towards Student	
	<i>Pearson r</i>	<i>p-Value</i>	<i>Pearson r</i>	<i>p-Value</i>	<i>Pearson r</i>	<i>p-Value</i>
Decision Making	0.841547215	3.59555E-06	-0.417913434	0.06522885	-0.878545485	3.14566E-07
Professional Growth	0.345304628	0.130334781	0.490441846	0.02476955	-0.602802682	0.005162926
Status	0.823910993	9.60507E-06	-0.116588386	0.47365052	-0.617394473	0.003544677
Self-Efficacy	0.552264926	0.011989781	-0.44237094	0.05220997	-0.503673496	0.024769559
Autonomy	0.396333707	0.080553872	-0.948935016	1.54623E-1	-0.101821019	0.674871233
Impact	0.495067386	0.024769559	-0.266215174	0.24962159	-0.589345655	0.006175839
Empowerment	0.841547215	3.59555E-06	-0.417913434	0.06522885	-0.878545485	3.14566E-07

4.3. Conclusion

This chapter aimed to set out the results attained from the research. The descriptive statistics were used to describe the results attained and are displayed in the respective tables and figures. These statistical results are divided into the two respective parts in the questionnaire representing OCB and empowerment. The results from the Pearson r correlation analysis are displayed in the respective tables which represents the relationships between OCB and empowerment as well as its six dimensions. Additional statistical results are shown for the tests run to measure the correlation and statistical significance of the relationship between empowerment and the three categories of OCB

(OCB towards the school, OCB towards the team and OCB towards the students). These results do not test any official sub-hypotheses of this research, however some interesting results were attained which are discussed in the next chapter. Now that the results have been obtained and organized and displayed in the appropriate manner, the next chapter aims to interpret these results and discuss their significance.

CHAPTER 5: DISCUSSION

5.1. Introduction

This chapter seeks to interpret and discuss the results presented in the previous chapter. The correlation coefficients and p-value results are used to either reject or fail to reject the prescribed hypothesis and sub-hypotheses. The specific relationships between the six dimensions of empowerment (decision making, professional growth, status, self-efficacy, autonomy and impact) and OCB are discussed within the context of this research. The sub hypothesis are first discussed in the context of the results obtained followed by the discussion of the main hypothesis and the relevance of these relationships is then discussed.

5.2. Discussion

The results from the research need to be assessed in the context of the specific relationships being tested by the numerous hypothesis and sub-hypothesis in this research. It is important to remember that the results are analysed and discussed within the context of teachers within Grahamstown Independent Senior schools.

5.2.1. Sub-hypotheses:

1. H1₀: There is no statistically significant correlated relationship between a teacher's participation in decision making and their level of OCB.

H1_A: There is a statistically significant correlated relationship between a teacher's participation in decision making and their level of OCB.

The correlation coefficient ($r = 0.833008881$) suggests that there exists a strong positively correlated relationship between decision making and their tendency to display OCB. It is necessary to observe the p-value in order to attain the significance of this relationship. The p-value attained ($p = 5.96958E-06 < 0.05$) suggests that H1₀ is rejected and therefore that H1_A is assumed to be true at the 95% confidence level. Therefore it can be concluded that there is a statistically significant correlated relationship between a teacher's involvement in relevant decision making and OCB and that this relationship is strongly correlated.

2. H2₀: There is no statistically significant correlated relationship between a teacher's opportunity for professional growth and their level of OCB.

H2_A: There is a statistically significant correlated relationship between a teacher's opportunity for professional growth and their level of OCB.

The correlation coefficient ($r = 0.345304628$) attained suggests that there exists a weak positively correlated relationship between opportunities for professional growth and their tendency to display OCB. It is necessary to observe the p-value in order to attain the significance of this relationship. The p-value attained ($p = 0.130334781 > 0.05$) suggests that the results fail to reject H2₀ at the 95% confidence level. Therefore it can be concluded that there is no statistically significant correlated relationship between a teacher's feelings that their work environment provides sufficient opportunities for growth and OCB.

3. H3₀: There is no statistically significant correlated relationship between a teacher's feeling of status and their level of OCB.

H3_A: There is a statistically significant correlated relationship between a teacher's feeling of status and their level of OCB.

The correlation coefficient ($r = 0.823910993$) attained suggests that there exists a strong positively correlated relationship between a feeling of status in their own work environment and their tendency to display OCB. It is necessary to observe the p-value in order to attain the significance of this relationship. The p-value attained ($p = 9.60507E-06 < 0.05$) suggests that the results reject H3₀ and therefore it can be assumed that H3_A is true at the 95% confidence level. It can therefore be concluded that there is a statistically significant correlated relationship between a teachers' feeling of status as a teacher within their own work environment and OCB. This relationship is concluded to be strongly correlated.

4. H4₀: There is no statistically significant correlated relationship between a teacher's self -efficacy and their level of OCB.

H4_A: There is a statistically significant correlated relationship between a teacher's self - efficacy and their level of OCB.

The correlation coefficient ($r = 0.552264926$) attained suggests that there exists a moderately positive correlated relationship between a teachers' feeling of self-efficacy in their own work environment and their tendency to display OCB. It is necessary to observe the p-value in order to attain the significance

of this relationship. The p-value attained ($p = 0.011989781 < 0.05$) suggests that the results reject H_{4_0} and therefore it can be assumed that H_{4_A} is true at the 95% confidence level. It can therefore be concluded that there is a statistically significant correlated relationship between a teachers' feeling of self-efficacy as a teacher within their own work environment and OCB. This relationship is concluded to be moderately correlated.

5. H_{5_0} : There is no statistically significant correlated relationship between a teacher's feeling of autonomy and their level of OCB.

H_{5_A} : There is a statistically significant correlated relationship between a teacher's feeling of autonomy and their level of OCB.

The correlation coefficient ($r = 0.396333707$) attained suggests that there exists a weak positively correlated relationship between a teachers' feeling of autonomy in their own work environment and their tendency to display OCB. It is necessary to observe the p-value in order to attain the significance of this relationship. The p-value attained ($p = 0.080553872 > 0.05$) suggests that the results fail to reject H_{5_0} at the 95% confidence level. It can therefore be concluded that there is no statistically significant correlated relationship between a teachers' feeling of autonomy within their own work environment and OCB.

6. H_{6_0} : There is no statistically significant correlated relationship between a teacher's feeling of impact and their level of OCB.

H_{6_A} : There is a statistically significant correlated relationship between a teacher's feeling of impact and their level of OCB.

The correlation coefficient ($r = 0.495067386$) attained suggests that there exists a moderately positive correlated relationship between a teachers' feeling of impact in their own work environment and their tendency to display OCB. It is necessary to observe the p-value in order to attain the significance of this relationship. The p-value attained ($p = 0.024769559 < 0.05$) suggests that the results reject H_{6_0} and therefore it can be assumed that H_{6_A} is true at the 95% confidence level. It can therefore be concluded that there is a statistically significant correlated relationship between a teachers' feeling of impact within their own work environment and OCB. This relationship is concluded to be moderately correlated.

5.2.2. Hypotheses

H₀: There is no statistically significant correlated relationship between the empowerment of teachers and their level of OCB.

H₁: There is a statistically significant correlated relationship between the empowerment of teachers and their level of OCB.

The correlation coefficient ($r = 0.207908657$) attained suggests that there exists a weak positively correlated relationship between a teachers' feeling of empowerment and their tendency to display OCB. It is necessary to observe the p-value in order to attain the significance of this relationship. The p-value attained ($p = 0.374193656 > 0.05$) suggests that the results fail to reject H₀ at the 95% confidence level. It can therefore be concluded that there is no statistically significant correlated relationship between a teachers' feeling of empowerment within their own work environment and OCB.

5.2.3. Other relevant results

The same statistical tests were run on the data representing the three respective categories of OCB and the six same dimensions of empowerment. The intention of this process was not to test any specific sub-hypotheses of this research but to highlight any relevant and interesting results that may arise when OCB is broken down into the three relevant categories. These categories indicate behaviours directed towards a specific group of people or institution and therefore highlighting the relevant and interesting relationships between such behavioural directions and empowerment could add value to this research. The results are shown in Table 5. Here we discuss only the significant results which suggest relevant information within the scope of this research.

Table 5 illustrates the results of the relationships between the three respective categories of OCB and the six dimensions of empowerment as well as empowerment as a whole as well. Firstly the relevant and significant relationships between the dimensions of empowerment and OCB directed towards the school are discussed. Out of the six dimensions of empowerment, the results reveal that there are four statistically significant relationships with OCB towards the school. The most strongly positively correlated statistically significant relationships are decision making ($r = 0.841547215$; $p = 3.59555E-06 < 0.05$) and status ($r = 0.823910993$; $p = 9.60507E-06 < 0.05$). Self-efficacy ($r = 0.552264926$; $p = 0.011989781 < 0.05$) and impact ($r = 0.495067386$; $p = 0.024769559 < 0.05$) revealed a moderately positive correlated statistically significant relationship with OCB towards the school. Significantly empowerment ($r = 0.841547215$; $p = 3.59555E-06 < 0.05$) revealed a strongly positive

correlated statistically significant relationship with OCB towards the school. What these results suggest is that greater involvement of teachers in decision making, feeling of status as a teacher, self-efficacy and esteem as a teacher and feeling of impact in their own work environment will positively influence greater levels of OCB directed towards the school as an organisation. The results also suggest that empowerment as a whole has a strong influence over inducing greater levels of OCB directed towards the school.

Secondly the relevant and significant relationships between OCB directed towards the team of fellow colleagues and the dimensions of empowerment and empowerment as a whole as well are discussed. Of the six dimensions of empowerment, two revealed a statistically significant relationship. These two dimensions are professional growth ($r = 0.490441846$; $p = 0.024769559 < 0.05$) and autonomy ($r = -0.948935016$; $p = 1.54623E-10 < 0.05$). These results suggest that where a teacher feels there are greater opportunities for professional growth will have moderately positive influence over OCB directed towards the team of fellow colleagues. Quite interestingly, the results reveal that a teachers feeling of greater autonomy within their own work environment will have a strongly negative impact on their levels of OCB directed towards the team of colleagues. This result, is perhaps quite self-explanatory, as the greater a teacher's autonomy the more isolated he/she may feel and therefore behave in a negative manner towards the team of fellow colleagues.

Finally the relevant and significant relationships between OCB directed towards the team of fellow colleagues and the dimensions of empowerment and empowerment as a whole as well are discussed. Quite significantly, of the six dimensions of empowerment, five revealed a statistically significant negatively correlated relationship with OCB directed towards the student. The strongest negatively correlated relationship was that of decision making ($r = -0.878545485$; $p = 3.14566E-07 < 0.05$) and OCB towards the student. Professional growth ($r = -0.602802682$; $p = 0.005162926 < 0.05$), status ($r = -0.617394473$; $p = 0.003544677 < 0.05$), self-efficacy ($r = -0.503673496$; $p = 0.024769559 < 0.05$) and impact ($r = -0.589345655$; $p = 0.006175839 < 0.05$) revealed a moderately negative correlated relationship with OCB towards the student. Significantly, empowerment as a whole ($r = -0.878545485$; $p = 3.14566E-07 < 0.05$) revealed a strongly negative correlated statistically significant relationship with OCB towards the student. What these results suggest is that the greater a teachers feeling of involvement in decision making, of greater opportunities for the professional growth, status as a teacher, self-efficacy in their job as a teacher and feeling of greater impact in their work environment will negatively influence their levels of OCB directed towards the student. In other words, the greater a teachers feeling of empowerment in their own work environment, the lower the level of OCB towards the student displayed.

5.3. *Relevance of results*

From the results obtained and discussed above, it can be seen said that there are five relevant relationships. The first relevant relationship revealed was the first sub-hypothesis which tested the relationship between a teacher's involvement in decision making and their tendency to display OCBs. This relationship was found to be strongly positive as well as statistically significant which illustrated that there does exist a strong positively correlated statistically significant relationship between decision making and OCB.

The second relevant relationship revealed from the results was that of the third sub-hypothesis which tests the relationship between a teachers' feeling of status in their own work environment and their tendency to display OCBs. This relationship was found to be a strong positively correlated one as well as statistically significant which illustrates that there is exists a strong positively correlated statistically significant relationship between status and OCB. The third relevant relationship revealed from the results of this research was that of the fourth sub-hypothesis which tests the relationship between a teacher's feeling of self-efficacy in their own work environment and their tendency to display OCBs. This relationship was found to be moderately positively correlated and statistically significant which illustrates that there exists a moderately positive correlated statistically significant relationship between self-efficacy and OCB. Rahman *et al.* (2014) found a similar result from their study conducted on Senior School teachers in Indonesia.

The fourth relevant relationship revealed from the results of this research was that of the sixth sub-hypothesis which tests the relationship between a teacher's feeling of impact in their own work environment and their tendency to display OCB. This relationship was found to be moderately positively correlated and statistically significant which suggests that it can be said that there exists a moderately positive statistically significant correlated relationship between impact and OCB.

The final relevant relationship revealed in this study is that of the main hypothesis of the research. This hypothesis tests the relationship between a teacher's feeling of empowerment as a teacher in their own work environment and their tendency to display OCB. This main hypothesis tests the crux of this research in investigating the influence empowerment has on the OCB displayed by teachers in Independent Senior schools in Grahamstown in the Eastern Cape, South Africa. This relationship was found to be weakly positively correlated and not statistically significant which suggests that it can be concluded that there is no statistically significant correlated relationship between empowerment and OCB amongst Independent Senior school teachers in Grahamstown in the Eastern Cape, South Africa.

This conclusion of the main hypothesis suggests two characteristics. Firstly is that feelings of empowerment, as a whole concept, has a weak influence over inducing greater levels of OCB in the workplace. The final limitation mentioned in Chapter 3 could explain this relationship characteristic. The school has certain expectations of their teachers, some of which may fall within the realm of what this paper, and past literature, deems as extra-role. Therefore some teachers, in participating in this research, may have considered some behaviours as part of their expected role (in role behaviour) as a teacher and therefore did not consider such behavioural items in the questionnaire as OCB (extra role behaviours). This limitation could help explain the weak correlation between empowerment as a whole concept and OCB displayed by teachers in the workplace. In other words it is not necessarily the feeling of empowerment which induces greater levels of OCB but possibly the expectations of the teachers from the school to behave in certain manners which are beneficial.

The second characteristic revealed is that of the non-statistical significance of the relationship. What this reveals is that it can't be confidently concluded that higher levels of OCB are caused by greater feelings of empowerment and that this relationship is nothing more than a mere random chance.

5.4. Conclusion

The aim of this chapter was to discuss and interpret the results set out in chapter 4. In doing so, this chapter sets out the hypothesis and sub-hypotheses which guide this research and discusses them in the context of the results attained. Four of the six sub-hypotheses revealed a situation where the null hypothesis was rejected revealing a statistically significant positively correlated relationship between decision making, status, self-efficacy and impact and OCB exists. Decision making and status revealed the strongest correlated relationship. In testing the main hypothesis of this study it was revealed that there is a weak positively correlated relationship between empowerment and OCB. It was also revealed that the results failed to reject the null hypothesis and therefore that the relationship is not statistically significant. The premise of this research rests upon the results of this main hypothesis. Therefore in concluding the main result from this research it can be said, as dictated by the results of the main hypothesis, that there exists a weak positively correlated non-statistically significant relationship between a teachers feeling of empowerment and their tendency to display OCBs in their workplace.

CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS

6.1. Introduction

This chapter concludes the research and summarises the results in brief. The additional relevant results attained from the research are also briefly discussed in this chapter. The relevance of this study is then discussed within the context of teachers in Independent Senior schools in Grahamstown and suggestions for further research are made.

6.2. Summary of results

This research primarily investigated the relationship between empowerment and OCB of teachers within Independent Senior schools in Grahamstown. The findings illustrate that there is weak positively correlated relationship between the empowerment of teachers and OCB and that this relationship is not statistically significant.

This study also separated the dimensions of empowerment, as done so by Short and Rinehart (1992), and investigated the relationship between these dimensions and OCB. What this revealed was that four of these dimensions have a statistically significant correlated relationship with OCB and that these relationships have a positive influence on teachers OCB displayed. These four dimensions are involvement in decision making, feeling of status as a teacher, feeling of self-efficacy as a teacher and feeling of impact in the teachers work environment. The involvement in decision making and feeling of status dimensions are strongly positively correlated, while self-efficacy and impact revealed a moderately positive correlated relationship with OCB. Since empowerment as a whole revealed a weak positively correlated non-statistically significant relationship with OCB, it can be concluded that greater feelings of empowerment as teachers will have a weak influence over the levels of OCB displayed by the teachers. While empowerment as a whole concept may not hold much influence over OCBs of teachers, certain dimensions of empowerment possess the ability to influence higher levels of OCB. This research suggests that, under these test conditions, these dimensions of empowerment are involvement in decision making, feeling of status as a teacher, self-efficacy as a teacher and impact in their own work environment.

Further results were attained using the same six dimensions of empowerment, but by dividing OCB into three different behavioural categories, as was done by Somech and Drach-Zahavy (2000), namely towards the school, the team and the students. From these results a number of interesting relationships were revealed, and were briefly discussed. In terms of OCB towards the school it was found that,

again, involvement in decision making and feelings status were the strongest positively correlated statistically significant dimensions. Self-efficacy and impact also proved to have a moderately positive correlated statistically significant influence over inducing OCB towards the school. Empowerment, as a whole concept, was also seen to be strongly positively correlated and statistically significant to influencing OCB towards the school. What this suggests is that empowerment has a strong influence over inducing OCBs directed towards the school.

With regards to OCB directed towards the team, the results revealed that autonomy was the strongest negatively correlated dimension which was proven to be statistically significant. Opportunities for professional growth revealed a moderately positive statistically significant relationship with OCB towards the team of colleagues and was found to be the only dimension to positively influence OCB towards the team. Finally with regards to OCB towards the student, interestingly, five of the six empowerment dimensions proved to hold statistically significant negatively correlated relationships with OCB towards the student. These dimensions are decision making, opportunities for professional growth, status, self-efficacy and impact. Empowerment as a whole holds a statistically significant strongly negative influence over inducing higher levels of OCB towards the student.

6.2. Relevance of this study

These results highlight the influence that involvement in decision making, status, self-efficacy and impact; as dimensions of empowerment; have over inducing higher levels of OCB. OCB has been linked to increased organisational performance (Motowidlo, 2000; VanYperen *et al.*, 1999; Zhang, 2011) and from this research it has been revealed that the four aforementioned dimensions of empowerment have a strong influence over inducing higher levels of OCB.

6.3. Summary of recommendations

The study has revealed a number of aspects which should be strongly acknowledged by the relevant authorities of Independent Senior schools in Grahamstown in order to motivate teachers towards OCB for the benefit of the organisation. The relevant authorities (Principals, Vice-principals, Heads of departments etc.) should establish a working environment which allows teachers to be as involved in relevant decisions as possible, experience feelings of high status and self-efficacy as well as feel that their work has a significant impact. The descriptive statistics revealed that question number 19 of part 2 of the questionnaire, referring to the participant's involvement in budgeting decisions, yielded the lowest average response. This suggests the participants of this study believed that they were not involved in the budget decisions. This is an example of an area where the Principals can extend the

decision making process to include the teachers, where possible, in order to induce higher levels of OCB as is suggested by this research.

Of the four dimensions that yielded statistically significant correlated relationships, decision making and status were found to have the strongest correlation with OCB. Bogler and Somech (2004, pp. 286) found similar results from their study, which concluded that participation in decision making, status and self-efficacy were statistically significant predictors of OCB. It was also concluded by Bogler and Somech (2004) that school principals should identify the significance of the extra-role nature of OCB as it is beneficial to other members in the organisation, such as teachers, students and the school as a whole.

Bogler and Somech (2004) mention that it is not only those inside the organisation that should acknowledge the importance of the dimensions of empowerment on OCB, but those outside the school as well. Those parties responsible for policy making decisions in the education industry, i.e. the Ministry of Education, should identify the benefits to the education system as whole, and not just individual schools, of teachers exhibiting higher levels of OCB (Bogler and Somech, 2004). Such parties should encourage the participation of teachers in seminars and development programmes which not only allow for greater opportunities for growth but also lead the teacher to greater feelings of self-efficacy, status and impact in their own workplace (Bogler and Somech, 2004, pp. 287). These external efforts added to the schools internal objectives of shared decision making should, according to this research, reflect higher tendencies of teachers exhibiting OCBs which are beneficial for the school as an organisation.

6.4. Suggestions for further studies

Since this study was conducted in a relatively confined geographical area (Grahamstown) perhaps a further extension of this study could be to investigate whether the results from this study are similar to those of teachers in the greater geographical area (i.e. Eastern Province) or different geographical areas (i.e. Johannesburg or Cape Town). However what also may be a significantly relevant extension of this study is to investigate whether the results attained in this study are similar to those of a different population sample (i.e. public or previous Model C school teacher). Such a study may reveal specifically relevant behavioural differences between Independent school teachers and public or previous Model C school teachers. Education in South Africa has become a very topical area of study, specifically from a public schooling point of view, so such a study into inducing effective teaching behaviours in public schools and generating the best possible performances may be beneficial to not only the school authorities but to government members as well. In addition the study could be

extended to teachers at different age levels (junior or preparatory school teachers) to determine whether the results from this study are similar to those attained from a population at a different age level. A more investigative and detailed study of the relationship between Bogler and Somech (2004)'s three categories of OCB and Short and Rinehart (1992)'s six dimensions of empowerment could constitute a significant path for further studies.

A relevant extension of this study could be to evaluate the influence of the specific leadership styles of the Principals or Vice-principals on the levels OCB exhibited by the teachers. Different leadership styles create specific working climates which may or may not be conducive for optimal teaching performances and overall organizational success as a school.

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APPENDIX A: The Questionnaire

Please note that this Questionnaire is **completely anonymous** and the results will not be used for any other reason than research. This Questionnaire consists of 2 parts, the first section is related to Organisational Citizenship Behaviours and the second is related to empowerment aspects. The first Questionnaire is an adaption from the Questionnaire developed by Belogovsky and Somech (2010) and the second Questionnaire is an adaption from the Questionnaire developed by Short and Rinehart (1992).

Please refer to the key below and indicate the relevant number in the space provided:

1=Strongly Disagree	2=Disagree	3= Neutral	4=Agree	5=Strongly Agree
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Part 1: Organizational Citizenship Behaviour:

“Organisational Citizenship Behaviours are those behaviours that go beyond specified role requirements, and are directed toward the organization as a unit, the team and the individual, in order to promote organizational goals” (Somech and Drach-Zahavy, 2000).

Having read the statement above please indicate the extent to which you believe the below items should form part of a teachers “in role” behaviour (i.e. it is a behaviour which is expected of teachers) or part of a teachers “out of role” behaviour (ie it is something that falls outside of teachers expected role – it is a discretionary “extra role” behaviour),

For example: if you believe the statement is “in role” then you would Agree or Strongly Agree with the statement.

	Indicate 1-5
1) Make innovative suggestions to improve the school.	
2) Attend functions which help the schools image.	
3) Organize joint activities with parents of learners.	
4) Organise social activities for school.	

5) Give advanced notice if I am unable to come to work.	
6) Participate in extra mural activities (e.g.sports coaching, drama, music etc.).	
7) Help an absent colleague by assigning learning tasks to the class.	
8) Volunteer for school committees.	
9) Work collaboratively with others (planning assignments, joint projects).	
10) Orient new teachers.	
11) Offering colleagues worksheets that you, the teacher, have prepared for your class.	
12) Participate actively in teachers meetings.	
13) Prepare learning programs for substitute teachers.	
14) Help other teachers who have heavy workloads.	
15) Participate in private celebrations of learners (e.g. birthdays).	
16) Stay after school hours to help learners with class materials.	
17) Arrive early for class.	
18) Acquire expertise in new subjects that contribute to the learners' work.	
19) Stay in class during breaks in order to assist learners.	

20) Go to school on free days to prevent problems in class.	
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Part 2: Empowerment:

“Empowerment is a process whereby participants develop the competence to take charge of their own personal and professional growth as well as resolve their own problems” (Short, Greer and Melvin, 1994).

Having read the statement above, please rate the statements below based on how you feel in your own working environment. For example if you feel like the statement is true to your situation at work, then you would Agree or Strongly Agree.

1=Strongly Disagree	2=Disagree	3= Neutral	4=Agree	5=Strongly Agree
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	Indicate 1-5
1) I am given the responsibility to monitor programs.	
2) I function in a professional environment.	
3) I believe that I have earned respect.	
4) I believe that I am helping learners become independent learners.	
5) I have control over daily schedules.	
6) I believe that I have the ability to get things done.	
7) I make decisions about the implementation of new programs	

in the school.	
8) I am treated as a professional.	
9) I believe that I am a very effective teacher.	
10) I believe that I am empowering learners.	
11) I am able to teach as I choose.	
12) I participate in staff development.	
13) I make decisions about the selection of other teachers for my school.	
14) I have the opportunity for professional growth.	
15) I have the respect of my colleagues.	
16) I feel that I am involved in an important program for children.	
17) I have the freedom to make decisions on what is taught.	
18) I believe that I am having an impact.	
19) I am involved in school budget decisions.	
20) I work at a school where learners come first.	
21) I have the support and respect of my colleagues.	
22) I see learners' development in learning.	

23)	I make decisions about curriculum.	
24)	I am a decision maker.	
25)	I am given the opportunity to teach other teachers.	
26)	I am given the opportunity to continue learning.	
27)	I have a strong knowledge base in the areas in which I teach.	
28)	I believe that I have the opportunity to grow by working daily with learners.	
29)	I perceive that I have the opportunity to influence others.	
30)	I can determine my own schedule.	
31)	I have the opportunity to collaborate with other teachers in my school.	
32)	I perceive that I make a difference.	
33)	Principals, other teachers, and school personnel solicit my advice.	
34)	I believe that I am good at what I do.	
35)	I can plan my own schedule.	
36)	I perceive that I have an impact on other teachers and learners.	
37)	My advice is solicited by others.	

38) I have an opportunity to teach other teachers about innovative ideas.	
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**Appendix B: The modes and medians of the responses to the questions
contained in part 1 in the questionnaire.**

Table 6: The mode and median of each response to part 1 of the questionnaire.

<u>Question Number</u>	<u>Modes</u>	<u>Median</u>
1	5	5
2	4	4
3	3	3
4	4	3
5	5	5
6	5	5
7	5	5
8	4	4
9	5	5
10	5	5
11	5	5
12	5	5
13	5	4
14	4	4
15	1	2
16	3	4
17	5	4
18	5	5
19	3	3
20	3	3

**Appendix C: The modes and medians of the responses to the questions
contained in part 2 in the questionnaire.**

Table 7: The mode and median of each response to part 2 of the questionnaire.

<u>Question Number</u>	<u>Modes</u>	<u>Median</u>
1	4	4
2	4	4
3	4	4
4	5	5
5	4	4
6	5	5
7	4	3
8	4	4
9	5	4
10	4	4
11	4	4
12	4	4
13	1	2
14	4	4
15	4	4
16	5	4
17	4	4
18	4	4
19	1	2
20	4	4
21	4	4
22	4	4
23	4	4
24	4	4
25	4	4
26	4	4
27	5	5
28	5	5
29	4	4
30	2	3
31	4	4
32	4	4
33	4	4
34	5	4
35	4	4
36	4	4
37	4	4
38	4	4

APPENDIX D: Average responses, medians and modes of the responses to the specific categories and dimensions in part 1 and 2 of the questionnaire.

Table 8: The average responses, medians and modes of the responses to the specific categories and dimensions in part 1 and 2 of the questionnaire.

	Question Number	Average	Median	Mode
Part 1 - OCB				
<i>OCB towards the School</i>				
	1	4.44	5	5
	2	3.96	4	4
	3	3.2	3	3
	4	3.12	3	4
	5	4.76	5	5
	6	4.36	5	5
<i>OCB towards the Team</i>				
	7	4.35	5	5
	8	3.77	4	4
	9	4.43	5	5
	10	4.51	5	5
	11	4.43	5	5
	12	4.59	5	5
	13	3.82	4	5
	14	3.75	4	4
<i>OCB towards the Student</i>				
	15	2.39	2	1
	16	3.72	4	3
	17	4.29	4	5
	18	4.35	5	5
	19	2.68	3	3
	20	2.86	3	3
Part 2 - Empowerment				
<i>Decision Making</i>				
	1	4.09	4	4
	7	3.28	3	4
	13	2.48	2	1
	19	2.21	2	1
	25	3.48	4	4
	30	3	3	2
	33	3.64	4	4
	35	3.41	4	4

	37	3.79	4	4
	38	3.69	4	4
Professional Growth				
	2	4.36	4	4
	8	3.96	4	4
	14	4.13	4	4
	20	4.09	4	4
	26	4.14	4	4
	31	4.13	4	4
Status				
	3	4.2	4	4
	9	4.39	4	5
	15	4.09	4	4
	21	4.09	4	4
	27	4.65	5	5
	34	4.45	4	5
Self-Efficacy				
	4	4.42	5	5
	10	4.36	4	4
	16	4.32	4	5
	22	4.11	4	4
	28	4.42	5	5
	32	4.17	4	4
Autonomy				
	5	3.53	4	4
	11	4.05	4	4
	17	3.61	4	4
	23	3.3	4	4
Impact				
	6	4.62	5	5
	12	4.25	4	4
	18	4.27	4	4
	24	3.93	4	4
	29	4.31	4	4
	36	4.05	4	4

