

Research Article

Teachers and managers' perspectives toward organisational citizenship behaviour (OCB) in secondary schools in Botswana.

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ABSTRACT

The education of any country cannot be left to chance; Botswana has been experiencing a continued decline in students' performance in Botswana General Certificate Secondary Education (BGCSE) and other levels as evidenced in Mmegi Newspaper. Knowing that teachers and school managers are the on-ground custodians of curriculum delivery, this study assessed their perspectives on organisational citizenship behaviour (OCB). OCB is defined as extra roles performed by teachers and managers which help in the effective running of the school. The main question was what are teachers' and managers' perspectives toward OCB? This study was grounded in Social Exchange Theory and the norm of reciprocity which states that good actions are likely to stimulate rewarding actions from their recipients. The qualitative approach was used; four participants were purposefully selected to be interviewed and the data were analysed thematically. OCB has the potential to improve the commitment level of employees which in turn could improve students' performance as well. Also, the results of this research may be of benefit to the Ministry of Education and Skills Development as it can be used to ensure that teachers and managers in schools are motivated toward OCB.

Keywords: *Behaviour, Managers, Teachers, Organisational Citizenship, Perspectives.*

I INTRODUCTION

The aim of this study is to find School managers' and teachers' perspectives towards Organizational Citizenship Behaviour (OCB) in secondary schools in Botswana. Organizational Citizenship Behaviour was first mentioned by Katz's in the year 1964 and later in 1988 developed by Dennis Organ who was expanding on Katz's work according to [1]. This construct explains employees' roles for the benefit of their institutions or organizations and they are voluntary roles hence employees cannot be forced to do them. In a school, examples of OCB are working beyond the normal working hours, like reporting for duty earlier than the stipulated time or remaining after working hours to assist learners and including working on weekends, helping other employees, just to mention a few. The study was carried out in Tonota which is in the central district of Botswana. Tonota has two junior schools and one senior school. From previous studies, OCB has been linked to organisational effectiveness. The study was therefore done with the hope that it might improve performance in Tonota secondary schools. According to [2], OCB has the potential to improve the commitment level of employees and when their commitment level is improved, it is hoped that students' performance will improve as well.

1.1 Statement of The Problem

Botswana has been experiencing a continued decline in students' performance in Botswana General Certificate Secondary Education (BGCSE) and other levels, "Every year, the Botswana Examination Council (BEC) provisional summary of results paints a very bleak future for the youths of this country" [3]. BEC provisional summary of results for BGCSE shows low and unstable performance ranging from 30.86% to 30.20% for the past 10 years (2011-2020), with the lowest percentage at 25.75% in 2014 and the highest at 30.86% in 2011, [3]. The report shows that the nation has no clue as to how to solve the problem, "while the decline in students' performance has continued unabated for so many years, and to a point where it has now turned into a permanent crisis, the tragedy is that the Ministry of Basic Education seems to be lacking ideas and capacity to be able to come up with any permanent solution to the unacceptable catastrophic situation" [3]

While Botswana is at a standstill regarding the future of her education, [4] in their study discovered that teachers' and managers' Organisational Citizenship Behaviour (OCB) significantly affects performance in schools. Their research concluded that the "higher the OCB the higher the teachers' performance", [4]. This current research studied and explored further to find out how teachers' and managers' OCB could be tapped out, cultivated, and utilised to solve the current major educational problem in Botswana schools. As earlier mentioned, Organisational Citizenship Behaviour, (OCB) was first mentioned by Katz's the year 1964 and later in 1988 developed by Dennis Organ who was expanding on Katz's work [1]. This construct explains the roles that employees do for the benefit of their institutions or organisations, and they are voluntary roles hence employees cannot be forced to do them. A study by Boon, Fletcher and Mogotsi as cited in [4] concur that indeed OCB plays a major role in academic excellence in schools and pointed to a strong positive correlation between knowledge-sharing behaviours among employees and OCB. The study was conducted in secondary schools around Gaborone in Botswana and is based on Social Exchange Theory and the norm of reciprocity which states that good actions are likely to stimulate rewarding actions from their recipients, and these results in a two-sided and mutually rewarding process involving the exchange of benefits. Therefore, it is evident that OCBs can be highly motivated by several factors

This theory grounds this study in the sense that OCBs are majorly responsive or reactive behaviours. This means they are behaviours that come about as a reaction or response towards certain behaviours in social relationships. They are more related to causality which is the cause-and-effect principle. These are behaviours exhibited by employees with an expectation to get some benefits in return and then in the process, all parties involved benefit in one way or the other.

1.2 Research Questions

The focus of this research is to answer the following questions regarding OCB in Tonota secondary schools.

1. What are teachers' and managers' perspectives toward OCB?
2. What are the factors that influence teachers' and managers' perspectives towards OCB?
3. What are the specific OCB behaviours that may influence academic performance?
4. What can teachers, managers and other stakeholders do to cultivate OCB in their schools?

1.3 Research Scope

This study focused on school managers' and teachers' perspectives toward OCB in four secondary schools in Tonota. This consists of one senior secondary school and three junior secondary schools. The schools are Shashe River Secondary School, which is the only senior secondary school in Tonota, Letlhabile, Tonota and Rutwang junior secondary schools. Tonota is in the central district of Botswana. The population of the study is one participant from each school. Two members were from management while the other two were from the teaching staff.

II LITERATURE REVIEW

2.1 Dimensions of OCB

There are many ways in which employees portray OCB and these behaviours have been classified into many non-consensus categories. However, According to Organ, these behaviours have been categorized mainly into five dimensions/types which are altruism, courtesy, sportsmanship, civic virtue, and conscientiousness.

2.2 Factors that Influence Teachers' and Managers' Perspectives toward OCB.

2.2.1 Job Satisfaction

Job satisfaction has been defined by Robinns & Judge [4] as a collection of feelings and beliefs that people have about their jobs. According to Luthans [4], there are five dimensions of work that represent the most important aspects of fulfilment in the workplace and these are; the job itself, wages, promotion opportunities, supervision and co-workers. These five dimensions can be briefly explained as follows; the work itself, Secondly the Pay; thirdly, Promotion opportunities for advancement in the organisation also motivate people; supervision which is the ability of managers to provide technical assistance and behavioural support. Lastly are the co-workers; workplace relationships are critical when it comes to job satisfaction. Human beings are relational beings hence having good and peaceful relationships among themselves will bring about job satisfaction.

2.2.2 Location

Location is a geographical place which helps in classifying locations where people live as either urban or rural. It also has to do with infrastructural, physical, and geographical features which will result in a place being viewed as urban or rural. With this regard, Shrestha in his study discovered that locale highly influenced the OCB of teachers, [6]. His results were in consensus with the findings that were obtained by Semela, (as cited in [6]. They both found out that OCB is significantly differing via the locale among the schoolteachers therefore locale predictably influences OCB and its dimensions (helping behaviour and conscientiousness) among teachers.

2.2.3 Organisational commitment

According to a study done by Grego-Planer, the affective dimension of Organisational Citizenship Behaviour has been found to be positively correlating with Organisational Citizenship Behaviours, [7] Meyer and Allen (as cited in Grego-Planer) defined organisational commitment as employee identification with the organisation while Lambert and Steers (as cited in [6]) defined it as the individual's strength with and involvement in the organisation. Affective commitment is a positive emotional connection with an organisation that influences employees to work beyond their job description without being coerced for the benefit of the organisation. Managers and teachers who have this dimension of organisational commitment toward their schools will show high levels of OCB in their schools. [7]

2.2.4 Leadership behaviours

In a study done by Podsakoff, MacKenzie, Moorman, Fetter, (as cited in [7]) leadership behaviours of transformational leadership, supportive leadership and leader-follower exchange were found to have a positive influence on Organisational Citizenship Behaviour. Transformational leadership behaviour has much to do with a leader's capacity to motivate, inspire and earn followers' trust so much that followers will be willing to do more than what is expected of them. Even though this study's purpose is to investigate the causes of OCB in both managers and teachers at the same level, the influence of managers on teachers' OCB is worth noting. From the studies, it has been revealed that when managers inspire, motivate, encourage, and model what they expect from their followers it can increase followers' willingness to serve beyond the limits.

2.2.5 School Climate

School climate has been described as the unwritten personality and atmosphere of a school including its norms, value and expectations, Petrie (as cited in [8]). The atmosphere of a school can either be a hindrance to OCB or one that gives room for OCB among teachers and managers to flourish. “One of the challenges of all school principals is to create a climate in which the teaching staff identify and affiliate with the institution and its mission” [8]

2.3 Organisational Citizenship Behaviours and Academic Performance

“Organisational Citizenship Behaviour (OCB) is the crucial issue in the arena of the educational leadership for increasing academic performance of school teachers” [6] When teachers become citizens of their schools and become active role players who are willing to do more than what is expected of them in executing their roles, there will be an academic improvement in schools. “OCB can increase productivity cooperation between teachers and school principals, pressing management and organisational needs for resources, facilitating teacher coordination in teams, realising stability of organisational performance, and beneficial for organisational adaptation to environmental changes” [1].

III. METHODOLOGY

3.1 Qualitative approach

In this study, the researcher used qualitative research. Qualitative research is mainly used to understand human social behaviours, perspectives, and beliefs hence it was the most suitable method for this study. Every method has its strengths and weaknesses, but the applicability of any method is determined by the subject under study. Getting to know peoples’ perspectives on any matter requires an in-depth investigation and exploration of ideas hence qualitative research was the most suitable method. The researcher used purposive sampling. The method is most appropriate when the researcher wants to gain a deeper understanding of an occurrence rather than just making inferences through statistical data. Data was collected from four participants with one participant from each school. Two of the participants were in senior management while the other two were teachers.

3.2 Quality of the study

Transferability: It means methods and findings can be applied to other studies in other contexts. The researcher has clarified the sample and participants that were selected, methods and the setting of the research. Even though the purpose of the research was not for generalisation purposes, when applied in a similar context the research is likely to give similar results. **Credibility:** it is similar to internal validity in quantitative research, and it simply means data are representative of participants and their experiences. To establish this, the researcher used member checking technique to get feedback from participants on data analysis and interpretations to verify accuracy.

3.3 Data analysis

According to [9], there are six most popular qualitative data analysis (QDA) methods, which are [Qualitative content analysis](#), [Narrative analysis](#), [Discourse analysis](#), [Thematic analysis](#), [Grounded theory \(GT\)](#), Interpretive phenomenological analysis (IPA). The researcher focused on Interpretive Phenomenological Analysis (IPA). After doing the analysis, the researcher used member checking technique to get feedback from participants on data analysis and interpretations to verify their accuracy.

3.4 Ethical considerations

Ethical considerations are very critical to any research therefore appropriate ethical steps were taken to ensure that participants were fully aware about their participation and role in the research.

Table 3.1 Characteristics of participants

CODE	GENDER	AGE	LOCATION	DESIGNATION	EXPERIENCE
PART L	Female	64	Tonota	Deputy school head	38
PART R	Female	50	Tonota	Teacher	21
PART S	Male	50	Tonota	Head of a department	22
PART T	Female	36	Tonota	teacher	11

IV. FINDINGS

4.1 Teachers' and Managers' Perspectives toward OCB

4.1.1 Positive perspectives toward OCB

As an in-depth study was carried out it emerged that teachers and managers had different perspectives toward organizational citizenship some of which were positive and in support of the idea. The positive themes that emerged are discussed in this section

4.1.1.1 OCB is key to curriculum delivery

Some participants revealed their support of OCB by regarding it as an indispensable tool for effective curriculum delivery. One participant said; *"What can I say? Yes, I would say it is very key that we should not find ourselves clinged to what we think we are mandated to do, for to have a well-rounded human being we need to go an extra-mile find out social challenging factors, address issues, which I mentioned that may affect curriculum delivery in schools"*. (PART S). The same participant revealed that when OCB is neglected, curriculum delivery will be affected and that will lead to poor performance. *"If we neglect things, which we think there are not within our area of operation, they may as well affect the performance of the students and eventually of the school"*, (PART S)

4.1.1.2 Valuable for personal development

In an attempt to explain this one participant said; *"But on the whole, I would say personally is good for one to be able to do the job and be willing to go an extra mile for development purposes"* (PART L). People who are willing to go the extra mile in their services have more chances of being exposed to learning opportunities. This encourages growth, builds character and cultivates good traits and soft skills which can eventually advantage an individual towards career progression and advancement.

4.1.1.3 It Improves Performance and Results

OCB has been seen to play a vital role in improving learners' performance, therefore teachers and managers who are concerned with improving performance mainly do so by their willingness to go an extra mile. This was discovered as one participant responded by saying; *"It impacts on the performance of our students because we go the extra mile to help them to reach to them. Kana, we have constraints like time, so once we are engaged, we help them to improve their results"*, (PART T)

4.1.2 Negative perspectives toward OCB

4.1.2.1 Demand or expect remuneration for every work beyond the job description

Participants especially managers revealed that they encounter cases whereby teachers tell them that they can only go the extra mile when they are being paid for those services. In confirmation of this, one participant said *"When I look at the school, I can say is 50 50 and there those that are for and those that would say, no, I think I'm fine with what I'm doing"* (PART L). This is a sign that some teachers insisted on doing only what they have been employed to do or what is in their job description. On this very same issue, a participant said. *"The thing is, the reason is that one would be saying I've been employed to do this one, two, three. If I go an extra mile and I don't get any remuneration monetary wise, then I cannot do it"*, (PART L).

4.1.2.2 Viewed as demanding and costly

Another thing that seemed to fuel negativity towards OCB was discovered to be its nature to demand time and energy. One participant in response to this said, *"My own view is that it's demanding, it's costly that is why it is not everyone who wants to take part in this"*, (PART T).

OCB in its nature requires some sacrifice of some sort, therefore a teacher or manager to be able to participate in this they need to understand that it is going beyond the bare minimum requirements of your job and some level of inconvenience should be expected.

4.1.2.3 Teachers and managers focusing on benefits

For those who did not expect monetary remuneration, still there seemed to be some form of benefits they stood to gain if at all they were at any point required to engage in any extra roles.

"We are not expecting you to give us any remuneration in terms of money. But if we can have days off, then we are OK with that" (PART L)

Even though this seems to be a balanced perception of OCB, it still negates the strengths of OCB which are that an employee should be able to go the extra mile even when there are no rewards of any kind. This response shows that with this kind of mindset, a teacher will only go the extra mile only when they would be given days off as a reward for their efforts.

4.2 Motivating factors toward OCB

4.2.1 Intrinsic motivation

On motivating factors, participants showed that intrinsic motivation is paramount as this is what will help teachers and managers to keep at it (OCB) even when there are no instant rewards or when there are no results at all. This is the kind of motivation that is inherent hence it is not easily deterred by external circumstances. On this issue one participant said; *"I'll start with what is motivating because eh, motivation we are talking in terms with something that's intrinsic, if I am doing something so that I cannot be seen but do it because I get satisfaction, then I do it well. And then on the other hand, if I do it to be seen, then I can get demotivated"*, (PART L)

4.2.2 Leadership style

One of the participants mentioned leadership style as one of the contributing factors in influencing teachers in participating in OCB. He stated that an institution where leadership is open and employees' views are viewed as important is a breeding ground for OCB activities. *"What can I say gong we the leadership style in this institution may be a challenge for people to express themselves, but where the leadership is open and people are engaged and the views are taken into consideration. We find that things become smooth and there is that common understanding and running the institution becomes better"* (PART S). These views agree with the study done by Podsakoff, Mackenzie, Moorman and Fetter, (as cited in Grego-Planer, 2019) that states that leadership behaviours of transformational leadership, supportive leadership and leader-follower behaviours positively influence OCB.

4.2.3 Recognition and rewarding of performance

Participants emphasized the fact that teachers' efforts must always be recognised and rewarded if at all they are to be motivated to keep on doing the good that they have been doing. These were revealed in some of the comments as *"And rewarding of performance, you know, People ought to be rewarded, I'm not seeing there is appreciation and rewarding. They might be appreciated for their performance. But there has also to be a reward to recognise that if you don't recognise that eventually people get demoralized and feel, why should I when nobody sees my input"*, (PART S). Another participant added by saying *"The demotivated factors is that and the issues of bo promotion? Sometimes they can demotivate you, you will be working very hard, committing yourself, bringing good results, but at the end of the day, they are no rewards, there are no rewards completely, no promotions"*, (PART R). We can conclude that recognising and rewarding teachers' and managers' daily efforts will lead to more OCB activities. "Teachers who feel their wishes and hopes are fulfilled by the school, in other words, are satisfied with their work, then independently they will voluntarily do things that are beneficial for the school" [4]

4.3. Demotivating factors

4.3.1 Welfare issues

One participant raised an issue on teachers' welfare. She revealed that in some cases teachers stay in shared and dilapidated houses which demotivate them and kill their morale. *"I think how teachers are staying also demotivates, like housing. How they stay in their houses, they're not staying well, some they just become demoralized even in their work because"*, (PART T). In my observation, sharing of accommodation can be a major contributing factor in teachers not participating in OCB as it births many conflicts and misunderstandings which affect teachers' daily services. When a teacher has no peace in the house there is no how they can work effectively not to mention go an extra mile.

4.3.2 Promotion issues

In addition to welfare issues, other participants repeatedly mentioned lack of promotions as one of the biggest demotivating factors of OCB. Some participants showed disappointment as to how some employees can work for more than twenty years on the same scale.

The participant indicated that cases whereby teachers are working very hard and producing good results, yet they are not promoted is demotivating. Another participant added by saying *"You know, People ought to be rewarded, I'm not seeing there is appreciation and rewarding. They might be appreciated for their performance but there has also to be a reward to recognise that. If you don't recognise that eventually people get demoralized and feel, why should I, when nobody sees my input"* (PART S). When people do their best in their work and there are no promotions, they will get discouraged. Most

teachers who have worked for many years without any career progression are no longer interested in any extra work because they are disgruntled and demotivated.

4.3.3 Unfair operational activities

Some participants mentioned unfair operations as one of the demotivating factors. When things like overtime are not distributed equally it is unreasonable for them to be expected to go an extra mile for free when they are never considered when there is remuneration. *“Just the internal school arrangement, for example, timetables, school schedules and workload. It's what we arrange within the school. Sometimes it's just we are overloaded, sometimes the timetable, it doesn't allow us to complete the syllabus one time”, (PART T)*

4.4 OCB Behaviours that Improve Performance

4.4.1 Mentorship

Participants showed their strong belief in the fact that learners should be mentored. PART L emphasized the fact that to bring the best in learners, teachers must be willing to go the extra mile by mentoring learners. These were her words; *“We take a teacher as a role model, and when we look at a teacher as a role model, do we look at a teacher also as a parent? So, the mentorship part of it is very important. If we are going to task a teacher to mentor at least five learners regarding their performance to understand them when they are happy and when they are not happy, and to see how best they can be assisted to learn this can contribute because sometimes we tend to say students are undisciplined and we don't go to the root to see what the problem could be”. (PART L)*. Mentorship will require teachers to know learners closely, to know even their social problems to be able to render necessary help.

4.4.2 Extended teaching and studies

Participants emphasized the fact that extended teaching and studying help learners to improve academically and, in most cases, this is done outside the teacher's scheduled time. These were her words; *“But we are looking forward to bring good results that is why we always teach, we always and make sure we attend both the extended study, morning study is because we are results-oriented.”, (PART T)* She continued to say; *“In our school, like I was saying, we do vacation teaching some teachers, they avail themselves to push the syllabus and they are engaged in different committees”, (PART T)*

4.4.3 Team building activities and social support

One participant spoke passionately about the importance of team-building activities in improving performance. These were her words; *“And team building activities that we have in our school, they bring good results because at the end of the day, you know gone this one is Mma So and So out of work and this is Mma So and So when she is not happy. When I come to school and I'm not happy you will easily identify then you try to come and talk to me. that thing on its own, talking to Somebody having a problem will help you, you will arise your spirit.” (PART R)*

4.4.4 Parental involvement

One participant noted the importance of involving learners' parents in their children's education for the achievement of academic excellence. These were her words; *“And I think this one, motivational talks also can help even parental involvement in meetings like I mentioned, calling parents and sharing with them the student's performance and the support they need and working during extra time”, (PART T)*. When responding to a follow-up question on parental involvement the participant showed that parents are critical if academic excellence must be achieved. She emphasized that when children know that their

parents care about their education *“It will encourage them to work harder”*. In my observation, teachers go the extra mile in reaching out to their learners’ parents. Sometimes it calls for home visits, having to call parents using personal resources and the likes.

4.4.5 Identification and intervention of students with special needs.

Participants indicated that most teachers are not trained in special education, yet teachers go beyond their limits to have learners accorded the necessary help. On this issue she commented by saying; *“And I think this one motivation talks also can help even parental involvement in meetings like I mentioned, calling parents and sharing with them the student's performance and the support they need and working during extra time. It will help us to push the syllabus and to give them enough revision, and I think in the identification and intervention of those students with special needs also, it's not in our work, but we have to identify such students, refer them where they can be helped. They can also pick up the results”* (PART T).

4.5 Ways of Cultivating OCB in Schools

4.5.1 Welcoming and accommodative school culture.

When interviewed on issues that could cultivate OCB in schools, participants indicated that a welcoming, friendly, and accommodative school environment will play a major role in ensuring that teachers and managers are more open and willing to go an extra mile in their services. On this matter one participant said; *“Well, the school has to be accommodative. Mmmm, when we become accommodative and they even engage other stakeholders to make their own, to have an input in an institution and that serves as a catalyst in performance? Or if you don't become accommodative, eventually it will become stagnant because nobody comes in to say, here are some of the things which you can use that to help”*, (PART S). This participant indicated that when a school is accommodative that does not allow only staff to be open but even other stakeholders will be willing to come over and offer their support. In support of this another participant said; *“Hehehe, if you talk of the school atmosphere and culture, mmhmm, what can I say? culturally rona in Rutwang we are okay, we know the culture of Rutwang. we are welcoming people; we know how to handle one another. Well, we cannot be 100 per cent, but I think if I was to rate ourselves, I can give us 90, 90 percent. We have that good culture of that friendship”* (PART R). Moreover, another participant also mentioned the welcoming environment as one of the ways through which OCB can be cultivated in schools. On that, here are her words;

“a welcoming environment. When a learner is in a learning institution, and he sees the teachers or members of staff welcoming and even whatever is being done is applauded, then that can help even the staff members, anything that they do, which is right”, (PART L).

4.5.2 Motivational talks and workshops.

Almost all participants mentioned the importance of motivational talks in cultivating OCB in school. This was an indication that though OCB largely comes from the heart and the willingness of an individual to do more, motivational talks can come as an encouraging and a motivating factor in helping them do more. On this factor one participant said; *“And I think motivation talks also can help”* (PART T). In support of this another participant said; *“The motivational talks. And when we talk in terms of motivation, sometimes it's just inviting someone from outside just to address the staff. And once they are addressed, then one would pick up something to say, but I think maybe I should go an extra mile in my duties because I have heard the motivational speaker talking to us, and that alone can assist me”*, (PART L). The same participant made this emphasis by saying; *“Just the last a week we went out with a team of teachers who did well, and when we looked at the JC results, they just sponsored by the Parents and Teachers Association to go out and have a time together, having lunch and viewing some crocodiles, and that crocodile farms the entire day. And we asked for the day off from our supervisor to say we will be taking these teachers out for motivational purposes in terms of excellence. And that was fun the whole day we were out”*, (PART L).

4.5.3 In-service training

Another theme that emerged was the one on in-service training. Participants mentioned the importance of in-service training as that will make teachers and managers better placed in applying themselves in OCB activities. On this matter a participant said; *“Some we are in management not because we underwent training of management. if you are not trained in area of managerial position there are certain things that are emerging in terms of management and leadership. Yes. So, there's need for training”* Managers who are well trained and who even demonstrate more of transformational leadership traits can largely influence other employees in engaging in extra roles. Transformational leadership has been known to “increases employees’ trust in management and Organizational Citizenship Behaviours (i.e., extra-role work-related behaviours such as conscientiousness, altruism and sportsmanship that are discretionary, not related to the formal reward system of the organization)”. *“We used to have in-service, In-service, and we were having the PEOs who are taking care of the subjects, continuously visiting the schools and even organizing some workshops for the particular subjects. And now that is no more.”, (PART L)*. Participant L (PART L) showed that when teachers and managers are continuously trained it would lead to more engagement in their work which will in some ways lead to participation in extra roles.

4.5.4 Team spirit

Another factor that was mentioned as a contributing factor was team spirit. Participants attributed team spirit to having an input in cultivating behaviours that are selfless and contributing to the growth of institutions. In my own opinion, team spirit helps in building stronger relationships which will make employees supportive of each other, this will result in having happy employees who are willing to give more than what is expected of them.

“We have that good culture of that friendship. Even our groups you will realize that if you check our whatsapp, we have groups, boBosetu, Rutwang unchanged, Bo basadibamotoia” (PART R). Team spirit also was attributed to being very effective in helping employees to work together towards achieving common goals, this was best explained by participant T, these were his words; *“Yes, I can say that I can say that there is an improvement. We must note that if you are not a team nothing works best. But if you work as a team, you complement each other”*, (PART T).

4.5.5 Appreciation and rewarding excellence

Appreciating employees and awarding their effort would be a great stimulating factor in cultivating OCB in schools. When employees feel appreciated, and their efforts rewarded it would encourage them to do even more. Almost all participants mentioned this factor which makes it one of the most outstanding factors. Participants acknowledged that appreciation and rewards can come in different forms, letters of encouragement, monetary rewards, words of appreciation and the like.

V. SUMMARY OF FINDINGS

As the research results were analysed, it was discovered that teachers and managers had both positive and negative perspectives towards Organizational Citizenship behaviours. The main positive perspectives that were raised were that OCB is key to curriculum delivery, it is valuable for personal development, and it improves performance and results. However, some respondents expressed negative perspectives, the main negative perspectives that were raised are that some teachers and managers demand or expect remuneration for every work beyond the job description, that OCB is viewed as demanding and costly, and that Teachers and managers focus on what they stand to benefit if they do any extra work. Intrinsic motivation has been found to be one of the lasting motivating factors towards Organizational Citizenship behaviour as it draws courage and sustenance from within an individual. Individuals who are intrinsically motivated are those who get involved in OCB activities because they get fulfilled and rewarded by engaging in such. Leadership style has also been identified as a motivating factor. It has been expressed that, leaders who are self-driven, results-oriented, and self-motivated and those who engage in OCB activities themselves have a higher chance of influencing others to do the same. When employees feel that

their efforts are being recognized by their managers and those in higher authority it will motivate them to do more. On demotivating factors, Teachers expressed discontentment in how their welfare is being handled mostly accommodation issues. They revealed that it is difficult for a teacher who does not stay well to work effectively. They have also shown disgruntlement towards their job when it comes to promotions. Some indicated that there are cases whereby a teacher can work for more than twenty years on the same scale. To improve performance, mentorship has been found to be of great importance in improving performance.. All these require extra effort from a teacher as it goes beyond the classroom and even beyond the school borders. Teachers go an extra-mile by doing extra teaching and extended studies which sometimes go beyond the normal working hours and can even extend to weekends. By doing these, teachers provide learners with extended contact time sometimes in a more relaxed set-up which allows learners to effectively engage in learning by being practically involved. Teachers go an extra-mile in running Parents and Teachers Associations (PTA) which ensures that parents are involved in their children's education. Teachers get involved in individual appointments with parents, teachers go all out to address indiscipline issues with parents and even follow up with parents who show little interest in their children's schoolwork. It has been discovered that identifying learners with some special needs and learning difficulties helps in insuring that the right intervention measures are put in place to assist such learners. A welcoming and accommodative school culture has been noted as one of the major ways through which Organizational Citizenship Behavior can be calculated in schools. A welcoming school climate helps in open communications, building of stronger collegial relationships and building of trust. it was discovered that the organizational climate which comes as a result of the practices and the culture of the school has a substantial effect on organizational effectiveness. Motivational talks can be a way of attending to the emotional and other needs of teachers so as to encourage them towards more commitment to their work. In-service training when it is effectively done it keeps employees up to date with new developments in their field, it cultivates a sense of belonging and it also establishes a sense of value to employees, it has already been established that when employees feel valued by their employers, they will be motivated to engage in more Organizational Citizenship Behavior. Team-spirit also helps employees to work together for the achievement of a common goal. When employees can work together in an organization it builds up peaceful relationships which will result in a serene working environment.

VI. CONCLUSION

The main purpose on this study was to find out teachers' and managers' perspectives towards OCB and ways through which performance-improving OCB behaviours can be cultivated in schools to ensure there is good performance in schools. In-depth data was collected from participants using open-ended and semi-structured questions and from that it was found out that OCB has a significant role to play in attaining good performance in schools. teachers and managers acknowledged that because of the nature of their job; it was necessary for them to go an extra-mile in order to achieve good performance in schools. Teachers and managers expressed both negative and positive perspectives towards OCB, however, even those who expressed negative perspectives towards it did not deny its unquestionable potential in influencing good performance in schools. The study also revealed that there is need to create an environment in schools where OCB can be easily cultivated. Issues like acknowledging and rewarding teachers' efforts, in-service training, motivational talks, welcoming and friendly school climate, and leadership styles were among the repeatedly mentioned factors.

VII RECOMMENDATIONS

The discoveries made in this study are invaluable hence there is a need for the concerned stakeholders and parties to respond appropriately to attend to issues that have been crippling the country's education system. The government should make deliberate efforts in contributing to the cultivation and maintenance of OCB in schools. Financial interventions for motivational talks, in-service training, rewards for teachers and excursions should be done to motivate teachers towards OCB. The government should also work towards improving the living and working conditions of teachers and managers as they play a vital role in academic excellence which will in return take the country towards a knowledge-based economy. The

government is advised to find ways through which teachers will be able to progress professionally as that will curb cases of frustrations and disgruntlement which works against OCB. The ministry of education as the overseeing ministry should come up with robust policies that will cater for teachers' and managers' continuous in-service training. Policies should make it mandatory that teachers get continuous training to prepare them for new challenges that keep on emerging in education. In addition, policies that take care of teachers' and managers' welfare at school level must be developed and implemented. School managers need to understand the role they can play in cultivating and maintaining OCB behaviours in schools. This study has revealed that managers and leaders who engage in OCBs themselves have a higher chance of motivating others into the same behaviours. Therefore, managers are encouraged to lead by example by engaging in OCB activities. Among other things that were noted as OCB motivating factors was leadership style. The study found out that a transformational leadership style which motivates and considers individual capabilities and appreciates efforts made by employees has a massive role toward OCB hence leaders should engage in such fruitful leadership styles. The study revealed that intrinsic motivation plays a major role in cultivating and sustaining OCB in schools hence teachers are encouraged to cultivate motivation from within themselves that cannot be deterred by external factors. Teachers are also encouraged to cultivate team spirit among themselves which will create room for OCB. Furthermore, teachers are encouraged to look beyond immediate benefits and engage in extra roles as their job nature requires them to go the extra mile to attain good results.

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