HUMAN RESOURCE MANAGEMENT PRACTICES, PROCEDURAL JUSTICE, DISTRIBUTIVE JUSTICE, ORGANISATIONAL STRESS AND TEACHER ORGANISATIONAL CITIZENSHIP BEHAVIOURS IN SCHOOLS

A Case of selected Secondary Schools in Kampala and Wakiso Districts

BY

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SEPT 2008

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29th Sept 2008

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KAMPALA

Dear Sir/Madam,

RE: DISSERTATION

This is to introduce my student **Irene Janice Nakibuuka** who has made all the necessary corrections and therefore recommend her for the award of the Degree of Masters of Science in Human Resource Management.

Yours faithfully,

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26TH September 2008

Dear Sir/ Madam,

**RE: <u>AUTHORISATION OF NABANENYA FLAVIA NTULUME REG NO.
        2005/HD10/3024U TO HANDLE MY DOCUMENT</u>S.**

I hereby write to your office authorising Miss Nabanenya Flavia Ntulume to handle the processing of any of my documents as may be required from time to time.

The reason being that I have relocated to United Kingdom for three (3) years and may not be available to process the necessary documents nor follow up any issues as regards my academic career.

Any assistance rendered to her will be highly appreciated.

Attached herewith is a photocopy of my identification.

Yours faithfully,

IRENE JANICE NAKIBUUKA

DECLARATION

I, NAKIBUUKA IRENE JANICE do hereby declare that this research is my original

work and that it has not been submitted in whole or part for any degree or award in any

University.

APPROVAL

The conception, research and organization of this dissertation, is entirely that of the student, Nakibuuka Irene Janice. This research has been carried out in selected schools in Kampala and Wakiso disricts under the supervison of Proff. J.C Munene and Proff. Waswa Balunywa.

SIGNED: …………………………………

NAKIBUUKA IRENE JANICE

DATE: …………………………………..

SIGNED: …………………………………

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DR.WARREN BYABASHAIJA

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I owe everything to you.

ABSTRACT

The main purpose of the study was to examine the relationship between HR practices, Organisational justice, Organisational stress and Teacher OCB.

This was carried out by developing a conceptual model, which related HR practices, Organisational justice, Organisational stress and Teacher OCB among selected schools in Kampala and Wakiso districts.

Using a cross-sectional design, the study generated quantitative data from 220 randomly selected respondents who included head teachers and teachers. Convenience sampling was used to administer questionnaires to respondents' as a data collection instrument about the variables.

The study revealed no significant relationship between HR practices and Organisational stress

(-0.21), Procedural justice, distributive and Organisational stress (0.08). Results also revealed no significant difference between Organisational Stress and Supervisor or Self rated Teacher OCB (-0.05; -0.14).Testing the strength of the relationship indicated that all variables predict 54.7% of Teacher OCB.

The data collected further revealed that Organisational justice predicted teacher OCB. The study recommends that there is a need to improve teacher's perception of fairness in

the way they are treated and to ensure fairness in the way things are done so as to encourage constructive OCB's among teachers.

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CHAPTER ONE

1.1 BACKGROUND

Human Resource Management (HRM) has an important role to play in equipping institutions to meet the challenges of an expanding and increasingly competitive environment. (Durkin, 2005). HRM is responsible for how people are treated in organizations. It is responsible for bringing people into the organization, helping them perform their work compensating them for their labours, and solving problems that arise. (Cherrington, 1995).

The increases in staff numbers, contractual diversification and the changes in the demographic profile of academic staff are reconfiguring the role and significance of HRM. Schools have to manage not only the increasing numbers of Academic staff, but also greater diversity in the types of employment contracts with the Academic Staff.(Durkin,2005)

The current thinking focuses on what HR people do which reflects the paradigm that has dominated HR for the last forty years. However, the research is going to focus less on what HR professionals do and more on what they deliver, that is, the outcomes, guarantees and results of HR work, which are Strategy execution, administrative efficiency, employee contribution and capacity for change. (Ulrich, 1997) .Shifting the

focus from doables to deliverables challenges traditional beliefs, bureaucratic ways and assumptions about HR professionals, HR practices, and HR departments.

In a survey carried out in the regions of Australia/New Zealand, the UK, and N.America, 91% of academic institutions indicate that they have an HR Office dedicated to HR issues and have greater inclination and capacity to respond to HR problems (Strebler et., al 2005). HRM techniques, when properly practiced, are expressive of the goals and operating practices of the enterprise overall (Steyaert and Janssens 1999). When HR practices are aligned with the needs of internal and external customers, firms are more likely to succeed (Ulrich 1997). However, almost 100% of the Schools in Uganda mandate these responsibilities to other departments/individuals e.g Principal/Headmaster, Rector, Deputies in Charge of Administration, Board of Directors [1] leading to ineffectiveness in the way HR practices are done.

Such administrative policies have led to poor HR practices that have greatly led to stress in the teaching profession. According to the Executive Director, Coalition of Uganda Private School Teachers Association there exists uneven distribution of work loads especially in the Private Schools and this has contributed to the deteriorating OCB's amongst teachers.(The Weekly Observer, Feb1-7, 2007, Pg 35).

For example in Kasanga Secondary School, it was reported that teachers only take on extra-role duties or those that are not recommended in their contract like helping others with heavy workload, arriving earlier than the scheduled time and initiating new colleagues voluntarily, but only when there is a good pay attached to the duty assigned[2].

Unless human resource functions are introduced, developed and effectively carried out in Schools, to support and facilitate the progress of the institution in relation to its workforce, some aspects of the jobs such as skills and techniques needed may remain hidden which may lead to unproductive work. HR departments are vital to all Schools and if not developed can leave Schools with unresolved problems.

1. *Personal communication, A teacher (2007) St. Lawrence Citizens High School*

2. *Personal communication, A teacher at Kasanga secondary school*

1.2 STATEMENT OF THE PROBLEM:

Schools continue to fail in their human resource functions because they have not adequately introduced, developed, mastered, and utilised the human resource personnel required to effectively make human resource decisions. As a result, teachers are stressed which leads to unconstructive Teacher OCB's.

Poor HR practices are associated with occupational stress and these include; work overload, lack of performance feedback, job insecurity, skill under utilization, poor communication procedures, role ambiguity Brier (2002), and all these lead to poor teacher OCB's such as failure to help co-workers with job related problems, accepting orders without a fuss, taking on extra roles without pay, protecting and conserving organizational resources among others and keeping up with matters that affect the organization.

1.3 PURPOSE OF THE STUDY.

The study seeks to establish the relationship between Human Resource Practices, Organisational justice, Organisational Stress and Teacher Organisational Citizenship Behaviours in Schools.

1.4 Objectives of the study.

i. To find out the relationship between HR Practices and Organisational Stress.

ii. To find out the relationship between Organisational Justice and Organisational Stress.

iii. To find out the relationship between Organisational Stress and Teacher OCB.

iv. To find out the relationship between HR Practices, Organisational Justice, Organisational Stress and Teacher OCB.

1.5 Research Questions

i. What is the relationship between HR Practices and Organisational Stress?

ii. What is the relationship between Organisational Justice and Organisational Stress?

iii. What is the relationship between Organisational Stress and Teacher OCB?

iv. What is the relationship between HR Practices, Organisational Justice, Organisational Stress and Teacher OCB?

1.6 Scope of the Study.

Sampling Scope:

The research took a representative number of selected schools in Kampala and Wakiso Districts. The study was carried out within twenty different schools that are located within Kampala and Wakiso districts.

Conceptual Scope.

The study confined on how HR Practices, Organisational Justice and Organisational Stress predicted Teacher OCB of these schools.

1.7 Significance of the Study

i. Provide relevant information to the Ministry of Education and Sports and Heads of Schools on the efficiency and effectiveness of having HR personnel to carry out HR practices within schools.

ii. To help the Ministry of Education and Sports and Heads of Schools to be fair and just when dealing with their employees.

iii. To help the Heads of Schools to overcome the failures within the system that affect Teacher OCB in Schools.

1.8 CONCEPTUAL FRAMEWORK.

HR Practices
-Strategic Partner
-Administrative expert
-Employee champion
-Change Agent

Organisational Justice
- Distributive
- Procedural

Organisational Stress
-Emotional exhaustion
-Personal accomplishment
-Depersonalisation

(Teacher OCB)
- Conscientiousness
- Altruism
- Interpersonal harmony
-Protecting school resources
- Self development
-Identification with the school

Source: *Self developed* (Ulrich (1997), Farh, Earley and Lin (1997).

The conceptual framework demonstrates that HR Practices and Organisational Justice (perceptions of fairness) can lead to Organisational Stress which influences Teacher OCB in Schools. While examining HR Practices, the study intends to look at its predictors like Strategic Partner (how HR can help make strategy happen; strategy execution), Administrative expert (ways in which work can be organized so that costs are reduced while quality of service is maintained; administrative efficiency), Employee champion (how HR can ensure employee contribution & highlights the management of intellectual capital to create value; employee contribution) and Change Agent (how HR can make change happen; capacity for change).

The study also intends to analyse Organisational Justice by examining it through distributive and procedural aspects. Organisational Stress will be analysed through emotional exhaustion, reduced personal accomplishment and depersonalization. Under Teacher OCB, antecedents such as Conscientiousness, Altruism, Interpersonal harmony,

Protecting school resources, Self development and Identification with the school will be examined.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction.

This chapter reviews related literature and the variables of the study. It has been discussed in three sections namely; HR Practices and Organisational Stress, Organisational justice and Organisational stress and Organisational Stress and Teacher OCB.

2.2 HR Practices and Organisational Stress

2.2.1 HR Practices

HR practices are viewed differently by various scholars.Ulrich (1997),states that these involve being a Strategic partner(linking the HR function with the strategic goals and objectives of the school), Change Agent (ensures that the organization has the capacity for change and is willing to help the employees to traverse through the change without any difficulties), Administrative Expert(requires HR professionals to design and deliver efficient HR processes for staffing, training, appraising, rewarding, and promotion) and Employee champion(developing employee-firm relationship).

2.2.2 Organizational stress

Organisational stress is defined as mental and physical conditions that affect an employee's productivity, effectiveness, personal health, and quantity of work that he performs. When one can no longer tolerate occupational pressure and feels totally

overwhelmed by stress, one is likely to reach breaking point and experience Burn Out, which may change attitudes and behaviour. This is common with workers in human service organisations (e.g Social workers (Cooper et al 1999; and Teachers; Travers and Cooper 1993; Maslach et al 2001and Demerouti et. al 2001).

Maslach & Jackson 1981 defined "burnout" as the syndrome of emotional exhaustion, depersonalization and reduced personal accomplishment. It also took the form physical, emotional and psychological response to work related stress. Physical symptoms may include low energy and chronic fatigue. Laschinger et al(2001) indicates that burnout is a phenomena commonly associated with work conditions at lower levels of autonomy, and has three parts, that is, physical exhaustion, emotional exhaustion and mental exhaustion

2.2.3 Relationship between HR Practices and Organisational Stress:

Human Resource Practices can be a major cause of stress to staff. Once the HR practices do not favour the working environment, staff are likely to feel over utilized, unfairly utilized and this is likely to lead to stressful working conditions. Once good employment practices are instituted that treat workers holistically and equitably, it may lead to adoption of a high performance practices such as team work and skill enhancement that provide for growth and self actualization.(Appelbaum et al, 2000).

Teaching is a particularly stressful occupation due to a number of sources from within the organization structure itself, such as role ambiguity, role conflict, lack of supervisors support and lack of promotional opportunities (Densten 2001; Anderson et. Al 2002,

Toch 2002) sources of job stress internal to the organization have shown to negatively influence Teacher OCB.

The consequences of mental and physical overload laid upon teachers are so destructive that their ability to perform high quality work is affected (Siegel 2000;Nordanger and Lindquist 2002 Maslach 2001) and this leads to stressful working conditions among staff. Fish (2005) reports that high overload and lack of social support leads to emotional exhaustion which is a component of stressful conditions.

There are a number of Human resource factors associated with Teacher Stress and these have been studied from various perspectives and fields (Cordes and Dougherty, 1993; Sand and Miyazaki 2000; Singh 2000).There is considerable evidence that HR practices, particularly work stressors, that is role ambiguity(Ellison 2004), role overload (De Frank & Ivancevich 1998; Sparks & Cooper 1999)   and role conflict (Babakur et al 1999,Zohar 1997, as cited by Yih-Ming and An-Tien 2003) influence the levels of stress.

As a result of poor HR practices, Role ambiguities are likely to occur because they are often discrepancies between the job descriptions and the realities of teacher jobs (Ellison 2004).Scwab and Iwanicki (1982) assert that role ambiguity and role conflict were found to be associated significantly with emotional exhaustion and depersonalisation (Cordes and Dougherty 1993). Also Sagel (1994) found that HR practices, that is, manager's consideration influences job stress by either reducing or increasing role conflict. Thus, employees who work under the supervision of supportive as opposed to non-supportive and inflexible leaders often have positive attitude towards their jobs (Spector 2002). However, evidence indicates that Senior officers give little or no support to subordinates

(Kiely & Peek 2002, Newman and Rucker 2004) which leads to stressful working conditions that in turn may impact on Teacher OCB.

HR practices have led to teacher stress Werdberg (1994), which has been found to be caused by inadequate salaries, disciplinary problems, a requirement to give too many tasks, difficulty in advancement, lack of support team and equipment, unwanted transfers to schools, conflict in job perceptions and public criticism of teachers and their work.

Dissatisfaction with pay and negative treatment by supervisors (aggressive management styles) are important sources of stress followed closely by length of hours worked and pressures at work (Leith 2002 as cited by Gibbons et.al 2007).the use of rigid rules and procedures whereby employees are constantly watched to ensure compliance, may cause them to loose interest in their jobs (Agarwal and Ramaswami 1993) and lead to increase in job stress (Hartline et al 2000). Thus, a bureaucratic organization may constrain an employee from using the most effective approach and create tension between an employee and his/her immediate supervisor (Lapidus et al 1997), leading to a rise in burnout tendencies.

HR practices such as pay and benefits, opportunities for training and career development, employment security are likely to reduce occupational stressful conditions for employees and vice versa (Appelbaum et. Al 2000; Arthur 1994).employees are less likely to be stressed because the pay is high relative to what they are doing and because they have opportunities for growth and development inside the organization. Thus, turnover is likely to be lower among employees who perceive their employment to be secure and have higher relative pay levels or higher pay satisfaction.

Organisations that emphasize use of HR practices tend to have less inequality with regard to other rewards, including pay (Leete 2000) and we expect that when they use these practices, they may tend to provide more employees with access to them thus less organisational Stress and vice versa.

The choice of HR practices has rarely been justified despite a growing consensus about the conceptualization of HR practices (Wright and Boswell 2002) and this leads to stressful working conditions. This concurs with (Ulrich 1997a) that the allocation of HR activities to different parties will vary depending on the organization. Investment in HR practices may foster the emergence of a positive work climate less of stress, that may in turn, may result in lower turnover (Rogg, Schmidt, Shull and Schmidt 2001; 2002) .Once there is a mismatch between HR practices and the employees, interms of workload, rewards, fairness and values, as a result of the organization making inconsistent choices with their core values and their staff members values, employees are likely to experience stress (Maslach et al 2001).
 Limited promotional prospects lead to Teacher stress for many thus it is important to make available opportunities where circumstances allow increasing the amount of rotation in the work which could well combat its repetitive aspects and may offer more prospects for promotion thus avoiding stress.(Nelson & Burke 2000).If employees perceive that HR practices do not provide for promotion opportunities offered by the job, they are likely to experience stress.

HR practices initially attracted attention as a managerial or organisational solution to performance and competitive pressures faced by profit oriented organisations(

Appelbaum,Bailey,Berg and Kalleberg 2000;Osterman 1994,2000).These studies provide considerable evidence that organisations adopting these work practices perform better than organisations using them (wood 1999b). However, HR practices such as Organisational change can be a very stressful experience for individuals (Elrod and Tippet 2002; Grant 1996). This is normal because it involves going from known to unknown (Borey and Hede 2001). Perceived increased pressure coming from change implementation among employees is associated with increased stress. Stress as a result of organizational change leads to negative attitude towards change, and therefore stress will harbor change

HR practices play an indirect role in Organisational effectiveness, that is, by enhancing perceptions of procedural fairness or justice (Meyer and Allen 1997), increasing OCBs (Podsakoff, Mackenzie,Paine and Bachrach, 2000) and reducing turnover intentions (Vandenberg et al 1999).

Godard and Delaney (2000), wood (1999b)look at HR Practices as a way through which organisations can be more competitive, innovative and flexible, better able to cope with rapid technological change, and able to offer high quality work to a labour force that has grown in educationsophisication.

2.3 Organisational Justice and Organisational Stress

2.3.1 Organisational justice:

Organisational justice is described as the individual's (or group's) perception of the fairness of treatment received from an organisation and their behavioral reactions to such perceptions. (Greenberg, 1993, Saunders and Thornhill, 2003)

Fairness is of central interest to modern managers concerned about providing equal employment opportunities; fair labour practices and paying fair days pay for a fair days work. However, the differing perspectives, interests, and goals of managers makes it difficult to determine what exactly employees regard as fair treatment. An attempt to describe and explain the role of fairness in the workplace is known as Oganisational Justice (Fenandes and Awamleh, 2002).

Organisational justice is generally considered to encompass three different components (McDowall and Fletcher, 2004); distributive justice, procedural justice and interactional justice. (Cole and Flint, 2003; Cremer 2004; Cremer, Dijke and Bos, 2006).

Ivancevich and Matteson (2002) as cited by Coetzee (2005) define procedural justice as the extent to which fair procedures and processes are in place and adhered to and to which individuals see their leaders as being fair and sincere in what they do (Folger and Cropanzano,1998).

2.3.2 Organisational Stress:

Organisational stress is related to organizational justice by the perceived quality of fairness (Bhal, 2005) in relationships which exists between workers, Relating Organisational justice to Organisational stress can be done according to the limiting factors that influence work relationships and it is by these limiting factors (e.g.,

unfairness in resource distribution, decision making, work load distribution) that the relationship is judged. Perceptions of injustice procedures by the top management as expressed to the subordinates have been known to be a source of stressed staff (Bhal, 2005).

2.3.3 Relationship between Organisational Justice and Organisational Stress:

The differences that exist within the work group will make it certain that perceptions of unfair relationships are bound to exist with in the work environment (Bhal, 2005). Perceptions of fairness qualify justice as a mediator of Organisational Stress and so perceptions of organizational justice within supervisor subordinate relationship influence individuals' attitudes and behaviors at work (Bryne, 2003; Saunders and Thornhill, 2002).

Organisational justice has been shown to have an impact on organisational outcomes. For instance, When employees feel unfairly treated, they respond both affectively (e.g. low commitment, reduced personal accomplishment) and behaviorally (e.g. turnover) (Latham and Pinder, 2005). When employees experience an injustice, they exhibit behaviours some of which include the creation of conflict, lost opportunities, a sense of failure and strained relationships (Coetzee 2005).

Fair organisational rewards which is perceived fairness of various job outcomes, including compensation conditions, performance evaluations and job assignments. A high level of perceived equity signals to employees that the

organisation supports them and has their wellbeing at heart (Eisenberger, Hunington, Hutchison and Sowa 1986,Lawler 1986).

Research on organisational justice suggests that when an organisation treats its employees fairly, employees are likely to reciprocate by adopting behaviours that are beneficial to the organisation. (Allen et al, 2003, Kerman and Hanger, 2002)

Fair procedures enhance the feeling of being treated as a full member of the organisation, which in turn reinforces the emotional bond to the group and /or the organisation.(Tyler and Lind 1992). The link between procedural justice and behaviour outcome was affirmed in the recent literature (Charash & Spector 2001; Conlon, Colquitt, Wesson,Porter & Ng 2001). This is consistent with the earlier argument that fair procedures enhance the feeling of being treated as a full member of the organisation, it should predispose individuals to not only perform activities and assume roles that exceed their normal tasks.(De Cremer& Knippenberg, 2002; Tepper & Taylor 2003) but also remain full members of the organisation.(Albrecht & Travagline,2003; Mulinge 2001; Simons & Roberson,2003) and this leads to less teacher stress..

Fairness of organisational policies and procedures affects people at work. Workers react to inequitable processes and outcomes and how they attempt to create equitable conditions, perceived justice of the organisation decision making process all determines Teacher stress. when an organization treats its employees fairly, employees are likely to reciprocate by adopting positive behaviours It is because performance appraisals are directly related to pay,

training, advancement opportunities and career success, the fairness of the appraisals (distributive justice), and the manner by which they are derived (procedural justice) are a paramount interest to employees.(Charash & Spector 2001; Colquitt,2001).if employees are confused about the relevant appraisal criteria or deem them to be unfair, these perceptions may undermine employees job satisfaction , productivity OCB behaviours, and strain their relationship with their managers.

When employees perceive organizational outcomes to be positive, it is inferred that everything is going on well, including the management and supervision (Greenberg 2004).However; concerns about leadership qualities become more important when they are perceived and experienced as unfavourable and more negative leading to stressful working conditions. Organizations can shape how favourable personal outcomes are and one such outcome important to employees is how fair or unfair the outcomes (e.g salary or pay rise, promotion e.t.c) are that they receive, referred to as distributive justice(Elkins and Bozeman,1999;Kirby and Richard 2000, as cited by 13.

Thus, employee's sense of justice is largely a product of the organization and as such organizations have a strong influence on how fair interactions within the organization are interms of distribution (Greeenberg 1993; Sheppard et. Al 1993). If outcomes are perceived as undesirable and unfavourable, it is likely to influence feelings of happy and content, group climate and stability which leads to Stress.(Bass 1990; Yan Vugt et.al 2004).

2.4 Organisational Stress and Teacher OCB

2.4.1 Organisational Stress

Organisational stress is defined as mental and physical conditions that affect an employee's productivity, effectiveness, personal health, and quantity of work that he performs. (Cooper et.al ,1999). Burn out occurs due to ongoing job stress.

Almer & Kaplan (2002) have explained job burnout as a negative physical response to interpersonal stressors. They provide a similar categorization of that of Densten(2001) vis; emotional exhaustion(characterized by lack of energy and a feeling that one's emotional resources have been used up), reduced personal accomplishment (involves low motivation and self esteem) and depersonalization(refers to detachment and an emotional callousness towards others such as clients/customers).

2.4.2 Organisational citizenship behaviours:

OCBs involve those behaviors that are not required by the job, but are performed by employees to enhance organizational effectiveness; for example, helping coworkers with a job-related problem, staying late to finish work, accepting orders without a fuss, helping to keep the work area clean, protecting and conserving organisational resources among others and keeping up with matters that affect the organization.(Bienstock, DeMoranville, & Smith, 2003; Smith, Organ, & Near, 1983).

Although there is no clear consensus with the literature on the number of dimensions of OCBs, researchers have proposed a variety of forms, including(a) conscientiousness (discretionary behavior on the part of an employee that goes well beyond the minimum

role requirements of the organization, in the areas of attendance, obeying rules and regulations) (Farh, Zhong, & Organ, 2004), (b) altruism (discretionary behaviors that aid a specific other person or group in task-related matters), (c) Self development (includes voluntary behaviours engage in to improve their knowledge,skills,and abilities, (d) Interpersonal Harmony (discretionary behaviour by an employee to avoid pursuing personal power gain with detrimental effects on others in the organization), (e) Protecting school services(discretionary behaviour by an employee to avoid negative behaviours that abuse school policies and resources for personal use), and (f) Identification with the School.(discretionary behaviour that indicates that one responsibly participates in, is involved in, or is concerned about the life of the school e.g attending important but non mandatory meetings, keeping abreast of changes in the school performing functions that help company image etc) Turnipspeed, 2005; Organ, Podsakoff & Mackenzie, 2006).

2.4.3 Relationship between Organisational Stress and Teacher OCB.

Brier(2002), states that there are many factors associated with occupational stress and these include; work load, home-work imbalance, lack of performance feedback, job insecurity, skill under utilization, poor communication procedures, role ambiguity and all these affect teacher OCB's. As seen by Vakola and Nikolau (2005) the impact stress has on individual performance is characterized by low motivation and the unwillingness to work by staff within the organization. The same view is supported by Schabraoq & Cooper (2000).

Stress at work is a well known factor for low motivation and morale, decrease in performance, high turnover and sick-leave, low job satisfaction, low quality products and

services, and conflict (Schabraoq & Cooper 2000; Murphy 1995). Wiiliams et al (2001) stress that short term outcomes of job stress have both physiological and behavioural effects leading to poor job performance such as failure to exhibit Teacher OCB(Williams et.al 2001. According to (Chen, Silverthorn and Hung, 2006) staff that are stressed can not perform OCBs.

Employees experience their jobs more negatively and this leads to job burnout. Burnout has been described by Maslach et al (2001) as "a stress syndrome in response to the job" that includes emotional exhaustion, depersonalization of co-workers and administrators and feelings of diminished personal accomplishment.(Demerouti et.al 2001). This is associated with other forms of work-related withdrawal such as intent to leave. When job demands are high and its resources are low,(e.g poor working conditions) burnout results and thus negative OCB's are exhibited. Wright and Bonnet (1997) found that emotional exhaustion was related to decreased job performance thus OCB's will not be exhibited in such conditions.

Job stress and Burn out problems lead directly to physical(headache& stomacache) and mental (job dissatisfaction,anxiety,depression) and these negatively impact on employee performance and result in lowered performance in productivity OCB's for the school.(Hollis 2000; Health and Safety Executive 2001).

 Stress is viewed as an interractional phenomena which occurs when the perceived demands of a situation are considered to be greater than individuals perceived resources for dealing with those demands (Demerouti et al 2001). When the needs of a person match the rewards and demands of the job,person-environment relationship is good; there

is little occupational stress and the individual is able to experience a high degree of job satisfaction. However, when the needs and abilities of the person do not match the rewards and demands of the job the result is poor person-environment fit, a situation that produces occupational stress that could enventually lead to negative Teacher OCB. .

A survey of employees and managers employed, major stressors included role ambiguity, workload pressures and lack of control over their work.(Zohar 1994). This supports Allison D.G (1996) model of stress that were perceived demands exceed the resources, distress will follow, thus high job demands but low control leading to stress thus negative Teacher OCB. Accordingly, fatigue, high emotional exhaustion and low personal achievement which a characteristic of stress lead to unconstructive Teacher OCB. (Rowley & Purcell 2000; Ledgerwood et al 1998; Buck & Thomas 2001 and Conte et al2001),

Insufficient clarification of roles and responsibilities has also appeared as a source of burnout in some cases. In other cases, workers are not given enough information to do their jobs adquately.variables such as role characteristic, (role overload, role ambiguity and role conflict) have been associated with burnout to varying degrees.(Cordes & Douherty 1993; Densten 2001;Maslach et al 2001).

CHAPTER THREE

3.0 METHODOLOGY

3.1 Introduction

This chapter focuses on the description of the methodology that was used in executing the study on HR Practices, Organisational justice, Organisational Stress and Teacher Organisational citizenship behavior in selected secondary schools in Kampala and Wakiso districts. It begins with the description of the research design, population size, and sample size, sampling method, Measurement of study variables, data processing, reliability and validity, Data collection tools (instruments) and problems that were encountered.

3.2 Research Design

A cross sectional research design was used to collect data for the study variabl. Convenience sampling was used to select the respondents. Quantitative methods of data collection were used.

3.3 Study Population

The study involved teachers from the two districts because they were the main unit of analysis. The population was disproportionately distributed across the various districts. This included both male and females, between the age group of 25-60 years. Other participants targeted for this study included head teachers and deputies.

3.4 Sampling design

The research used convenience sampling to select the appropriate respondents in both districts. The population is included Head teachers and Teachers from whom the respondents were selected.

3.5 Target sample size

A total sample size of at least 220 respondents was got comprising of Head teachers and teachers from Kampala and Wakiso Districts. The teachers were drawn randomly and the Head teachers and Deputies in the schools were purposively selected from the target population.

Out of the two districts, 20 Head teachers and 90 teachers were interviewed from each district. The combined total sample population was 220 respondents. The Head teachers were asked to rate their subordinates.

3.6 Data Collection Method

The main method of data collection for this study was structured questionnaires. Head teachers and teachers as the primary source of data were issued with questionnaires which were administered to the respondents by the researcher and to the Supervisor to rate the subordinates.

3.7 Reliability

A pre- test of the research instrument to test for reliability was done on 30 respondents and the results of the different variables are shown below.

VARIABLE	ALPHA

HR practices	0.94
Distributive justice	0.73
Procedural justice	0.80
Organisational stress	0.72
Self rated teacher OCB	0.81
Supervisor rated teacher OCB	0.80

3.8 Measurement of Research variables

A structured standard questionnaire built on a Likert scale ranging from 1 strongly disagrees to 5 strongly agree was used to get quantifiable data from individual respondents.

    1) HR Practices were measured using the Dave Ulrich and Jill Conner (1997) five-point scale (1 is low; 5 is high).

    2) Organisational justice was measured using Fenandes and Awamleh's measure of distributive and procedural justice adopted from Moorman and Niehoff (1993) measure1-strongly agree, 2-Agree, 3-Disagree, 4 Stongly disagree. .

    3) Organisational Stress was measured using Liberman et.al's (2002) measure where 1-Never, 2-Rarely, 3-Sometimes, 4-Frequently, 5-Always.

    4) Organisational citizenship behavior was measured using Farh, Earley and Lin (1997) measure of 20 items with 5 dimensions; Conscientiousness, Altruism, Interpersonal harmony, Protecting school resources and Identification with the

school. Self development is borrowed from the works of Katz(1964, Geoge and Brief(1992), Geoge and Jones (1997).It was measured on a 4-point Linkert scale ranging from 1. Strongly agree,2 Agree, 3 Disagree, and 4 Strongly disagree.

3.9 Data Collection procedure

Permission to conduct the study was obtained from the Principal of Makerere University Business School. Aletter of introduction was provided and presented to the different head teachers of the schools were I got respondents.

3.10 Data processing and Analysis

Quantitative Data

Duly filled questionnaires were first edited to check for completeness of data. The raw data from the questionnares was entered into the database and analysed using the Statistical Package for Social Sciences Program (SPSS). Cross tabulations were produced describing the characteristics of the sample. Pearsons' correlation was used to establish the relationship between the variables. Analysis of Variance (ANOVA) was used to find out the perceptions of demographic characteristics in relation to the study variables. Regression Analysis was used to investigate which of the variables predicted or had more influence on the dependant variable.

3.10 Problems encountered

i.   Failure to answer the questionnaires fully because it was considered to be time consuming.

ii. Respondents found some of the questions hard to understand and as a result they were left blank which affected the final findings.

iii. Some of the teachers were not cooperative as they were demanding for money so as to fill in the questionnares and this slowed down the process.

iv. Resources were not adequate enough to facilitate me throughout the research process.

CHAPTER FOUR:

4.0 DATA PRESENTATION AND ANALYSIS

4.1 Introduction:

This chapter presents the results of the study. It comprises of the correlation, and Regression Analysis. Specifically it gives the results of the research according to the variables studied that is; HR Practices, Organisational Justice, Organisational Stress and Teacher OCB.

4.2 Pearson Correlation matrix. (Zero-order Matrix N=121)

Pearson's correlation test was used to find out the relationship between the Objectives of the study. Results were interpreted under the subsections, guided by objectives.

Table 1 Correlation matrix.

	HR practices	Organisational Justice	Organisational Stress	Self rated OCB	Supervisor rated OCB
HR Practices	1.00				
	45				
Organisational Justice	0.37*				
	0.02				
	43	116			
Organisational Stress	-0.21	0.08			
	0.28	0.50			
	29	76	95		
Self rated OCB	0.30	0.49**	-0.05		
	0.09	0.00	0.66		
	33	87	79	112	
Supervisor rated OCB	0.04	0.29**	-0.14	0.32**	1
	0.83	0.01	0.22	0.00	.
	33	91	80	91	121

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).

4.2.2   Relationship between HR practices and Organisational Stress.

There was no correlation between HR practices and Organisational Stress. There is no significant difference between HR Practices and organizational stress.

4.3.3   Relationship between Organisational Justice and Organisational Stress

There was no correlation between Organisational Justice and Organisational Stress. There is no significant difference between organizational justice and organizational stress.

4.3.4   Relationship between Organisational Stress and Self rated Teacher OCB.

Organisational Stress showed no correlation with self rated Teacher OCB. There is no significant difference between organizational justice and organizational stress.

4.3.5   Relationship between Organisational Stress and supervisor rated Teacher OCB

Organisational Stress showed no correlation with Supervisor rated Teacher OCB.

4.3.6   Relationship between HR Practices and Organisational Justice.

HR Practices showed a positive correlation with Organisational justice which implies that if HR practices are high, then perception of Organisational will also be high and vice versa.

4.3.7 Relationship between Organisational Justice and self rated Teacher OCB.

Organisational Justice showed a positive correlation with self rated Teacher OCB which implies that if perception of fairness is high, then self rated Teacher OCB will also be high and vice versa.

4.3.8 Relationship between Organisational Justice and supervisor rated Teacher OCB.

Organisational Justice showed a positive correlation with supervisor rated Teacher OCB which implies that if perception of fairness is high, then supervisor rated Teacher OCB will also be high and vice versa.

4.3.9 Relationship between self rated Teacher OCB and supervisor rated Teacher OCB.

Self rated Teacher OCB showed a positive correlation with Supervisor rated OCB which implies that if self rated Teacher OCB is high then Supervisor rated Teacher OCB will also be high and vice versa.

4.4.1   Regression Analysis
4.4.1   Simultaneous Multiple Regression Analysis.

Table 2 Regression of Self rated Teacher OCB against HR practices, Distibutive justice, procedural justice and Organisational stress.

Predictor	R square	Adjusted R square	df	Mean square	F	Sig
	0.37	0.214	4	0.28	2.36	0.097
	Unstandardised coefficient		standardized coefficient	t		Sig.
	B	Std.error	beta			
constant	2.5	0.79		3.15		0.006
HR practices	-0.07	0.13	-0.13	-0.55		-0.59
Distributive justice	0.16	0.13	0.26	1.29		0.22
Procedural justice	0.33	0.12	0.58	2.69		0.02
Organizational stress	-0.28	0.19	-0.33	-1.45		0.17

Dependent variable: Self rated Teacher OCB

The Adjusted R square results indicate that HR practices, Distributive justice, Procedural justice and organizational stress predict 21.4% of the variance in self rated Teacher OCB.

The greatest predictor of variation in relation to the magnitude of Beta coefficient is Procedural justice (Beta 0.58, T=2.69). Procedural justice significantly predicts self rated Teacher OCB at 0.02 where P≤0.05 level of significance.

There is no significant difference between HR Practices, Distributive justice Organisational stress and self rated Teacher OCB.

Table 3 Regression of Supervisor rated Teacher OCB against HR practices, Distributive justice, Procedural Justice and Organisational stress.

Predictor	R square	Adjusted R square	df	Mean square	F	Sig
	0.32	0.16	4	0.22	1.99	0.142
	Unstandardised coefficient		standardized coefficient	t		Sig.
	B	Std.error	beta			
constant	3.18	0.70		4.57		0.000
HR practices	-0.09	0.12	-0.16	-0.76		0.46
Distributive justice	0.19	0.11	0.33	1.64		0.12
Procedural justice	0.18	0.10	0.39	1.84		0.08
Organizational stress	-0.32	0.17	-0.40	-1.90		0.08

Dependent variable: Supervisor rated Teacher OCB

The Adjusted R square results indicate that HR practices, Distributive justice, Procedural justice and organizational stress predict 16% of the variance in superviosr rated Teacher OCB. The greatest predictor of variation in relation to the magnitude of Beta coefficient is Procedural justice (Beta 0.39, T=1.84) and Organisational Stress(Beta -040., T=-1.90) . Procedural justice and Organisational stress significantly predict supervisor rated Teacher OCB at 0.08 where P≤0.10 level of significance.

There is no significant difference between HR Practices, Distributive justice and supervisor rated Teacher OCB.

The model used cannot predict self rated and Supervisor rated Teacher OCB.

CHAPTER FIVE
DISCUSSION, CONCLUSSION AND RECOMMENDATIONS.

5.0 INTRODUCTION

This chapter discusses the findings in chapter four in relation to the objectives of the study and review of the literature. It is subdivided into three sections. The first section presents a discussion on the relationship among the variables that is, HR practices, Organisational stress, Distibutive justice, Procedural justice and Teacher OCB. The second section presents the conclusion and the recommendations of the study.

5.1 Background Variables.

5.1.1 Objective 1: The relationship between HR practices and Organisational stress

HR practices showed no correlation with Organisational stress which implies that HR practices do not determine the level of stress within teachers. Therefore, whether HR practices are favourable or unfavourable for teachers like work overload/under load, role ambiguity/ conflict it does not predict whether teachers are likely to experience stress or not.

These findings concur with those of Babakur et al (1999) and Zohar (1997) as cited by Yih-Ming &An-Tien (2003) who assert that the existence or non existence of HR practices within organizations does not determine the level of stress nor create a positive working environment less of stress and Tim Wong, Sum Wong,Yue Ngo and Kwong Lui (2005) who have found no significant relationship between HR practices and Organisational Stress (Ashford et al., 1989; Hall & Mansfield, 1971). Studies have even

found a positive effect of job insecurity on work effort and performance. For example workers increased their effort and productivity to earn extra cash and a good recommendation in preparation for job losses after the announcement of plant closures.

HR practices do not directly influence organizational performance Youndt (2000) but rather these practices help build intellectual capital which in turn leads to increased organizational value creation.

Objective 2: The relationship between Organisational justice and Organisational Stress

Organisational justice showed no correlation with Organisational stress. This implies that teachers' perceptions of fairness of treatment received from an organization and their behavioural reactions to such perceptions do not determine the level of stress within teachers.

Results of the study revealed that revealed that there is no fairness in the way things are done, which makes teachers perceive the higher authorities as being insensitive and a s a result leads to stressful working conditions.

The findings of the study contradict with the observations made by Saunders & Thornhill (2002) that when employees feel unfairly treated, they develop attitudes and behaviours that reduce their productivity.

Objective 3: The relationship between Organisational stress, self and Supervisor rated Teacher OCB.

 Organisational stress showed no correlation with self and supervisor rated Teacher OCB which implies that Organisational stress does not predict self and supervisor rated Teacher OCB.

However, Organisational stress significantly predicts supervisor rated teacher OCB at P≤ 0.10 level of significance. These findings contradict those of Cooper (1993) and Maslach et.,al (2001), Brier (2002) and Almer & Kaplan (2002) who assert that when teachers are overwhelmed by stress they experience burnout , and as a result withdrawal of OCB's .

Objective 4: The relationship between HR practices, Distributive justice, Procedural Justice, Organisational stress and self rated Teacher OCB.

HR practices, Distributive justice and Organisational Stress showed no significant relationship with self rated Teacher OCB. However, Procedural justice showed a strong significant relationship with self rated Teacher OCB.

These findings concur with those cited by Gopinath & Becker (2000) that the perceived fairness of the means by which organizations make decisions has far-reaching effects on employee attitudes and their behaviors and Allen et al (2003); Kerman & Hanger (2002) who suggest that wen an organization treats its employees fairly, employees are likely to reciprocate by adopting behaviours that are beneficial to the organization.

The relationship between HR practices, Distributive justice, Procedural justice, Organisational stress and supervisor rated Teacher OCB.

HR practices and Distributive justice showed no significant relationship with supervisor rated Teacher OCB. However, Procedural justice and Organisational stress showed a strong significant relationship with supervisor rated Teacher OCB at P≤ 0.01.

These findings concur with those cited by Charash & Spector (2001); (De Cremer & Knippenberg 2002) that fair procedures enhance the feeling of being treated as a full

member of the organization leading to individuals to perform roles that exceed their normal tasks.

The Adjusted R square results indicate that the variables predict 21.4% and 16% of the variance in self rated and supervisor rated Teacher OCB's respectively. The greatest predictor of the variation in relation to Beta co-efficient is Procedural justice.

HR practices showed a significant relationship with Organisational justice which implies that the level of HR practices determines teacher's perception of Organisational justice. Organisational justice showed a significant relationship with self and supervisor rated OCB which implies that Organisational justice can greatly influence the level of OCB's.

Organizational justice determines the relationship between superiors and their subordinates and influences individuals attitudes and behaviours(Saunders and Thornhill 2003).When teachers are treated fairly they are likely to respond by adopting behaviours that are beneficial to the organisation (alen et.,al 2003) thus teachers will feel that they are being treated as full members of the institution and will perform activities or roles that exceed their normal tasks(De Cremer & Knippenberg 2002) and also remain full members of the organisation.

5.3 Conclusion and Recommendations.

5.5.1Relationship between HR practices and Organisational stress

HR practices showed no correlation with Organisational stress which implies that the level of HR practices whether low or high does not determine organizational stress. However, HR practices showed a correlation with Organisational justice hence school authorities should endeavor to develop and effectively use these practices like ensuring that the work load is fair, pay is good; create opportunities for training and promotion in order to be perceived as fair and just to the teachers.

5.5.2 Relationship between Organisational justice and Organisational stress

There was no correlation between Organisational justice and Organisational stress which implies that teacher's perception of fairness does not determine stress among teachers. However, Organisational Justice showed a correlation with self and Supervisor rated teacher OCB. Thus school authorities should always ensure fairness in the way they distribute resources or benefits and ensure that fair procedures and policies are exhibited in order to get effective results from teachers through the portray of positive OCB's.

5.5.3 Relationship between organisational stress, Self and Supervisor Teacher OCB.

Organisational stress showed no correlation with self rated Teacher OCB, which implies that Organisational stress does not influence the level of self rated Teacher OCB's. However, Organizational stress showed a positive correlation with Supervisor rated OCB thus teachers taking on extra tasks beyond their normal tasks, helping colleagues with work related problems, protecting the school image and improving their knowledge and skills voluntarily will determine the level of supervisor rated Teacher OCB.

Given the large teaching workforce in Uganda, the study highlights the need for schools to train and educate their head teachers and deputies as to the impact of perceived lack of justice on Organisational Citizenship Behaviours of their employees. The findings will help to implement effective primary and secondary level prevention programmes against perceptions of unfairness taking into account how teachers perceive fairness at work leading to increased positive OCB's.

Areas suggested for further studies

i. Future research could focus on the relationship between HR practices, Organisational justice and Teacher OCB in both primary and secondary schools.

ii. Research can also be carried out on the relationship between HR practices, Organisational justice and OCB in either NGO's, Parastatal bodies like ministries and private for profit sector organizations.

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APPENDIX 1: QUESTIONNARE ON HR PRACTICES, ORGANISATIONAL JUSTICE, ORGANISATIONAL STRESS AND TEACHER OCB IN SCHOOLS.

Introduction of self and study

1'm a student of Makerere University Business School doing a Masters degree in Human Resource Management. I'm carrying out research on HR practices, Organisational justice, Organisational Stress and Teacher OCB in schools. I would very much appreciate your participation in this study. Your identity for this exercise shall remain confidential. Thank you.

Instructions to the Respondent: (Circle/Tick/Fill in the appropriate response /category)

In order to compare your responses with those of others, I would like to ask you some questions about your personal background.

A) BACKGROUND INFORMATION.

No.	Questions	Responses/Codes
001	Sex of the Respondent	Male Female
002	Age	20-30 30-40 40+
	Kinship Responsibility	
003	What is your Marital Status	Single Married
004	No. of children	1-2 3-5 6+ None
005	No of children whose school fees you pay	1-2 3+ None
006	No. of child dependants	1-2 3-5 6+ None
007	No. of adult dependants	1-2 3-5 6+ None

008	No. of adults whom you look after	1-2
		3-5
		6+
		None
009	Duration of stay in the profession	1-5 years
		6-10 years
		11+
010	Educational Level	Diploma
		Bachelors
		Masters degree
		Others
011	Sponsoring body	Public
		Private

B) HR Practices.

This questionnaire explores the different roles that the HR function may play within your school. Please rate the current quality of each of the following HR activities, using a five point scale (1 is low; 4 is high, 5 is zero).

Current Quality
(1-5)

HR helps the school
1. Accomplish school goals   ……………….
2. Improve operating efficiency   …………….
3. Take care of employees personal needs   ……………….
4. Adapt to change   ……………….
5. None   …………….

HR participates in……
6. The process of defining school strategies   ………………
7. Delivering HR processes   ………………
8. Improving employee commitment   ………………
9. Shaping culture change for renewal and transformation ………………
10. None   ………………

HR makes sure that……
11. HR strategies are aligned with school strategies   ………………
12. HR processes are efficiently administered   ………………
13. HR policies and programs respond to the personal needs of employees…………...
14. HR processes and programs increase the school ability to change   ………………
15. None   ………………

HR effectiveness is measured by its ability to……
16. Help make strategy happen   ………………
17. Efficiently deliver HR processes   ………………
18. Help employees meet personal needs   ………………

19. Help the schools anticipate and adapt to future issues ………………
20. None ………………

HR is seen as……
21. A business partner ………………
22. An administrative expert ………………
23. A champion of employees ………………
24. A change agent ………………
25. None
………………..

HR spends time on……
26. Strategic issues ………………
27. Operational issues ………………
28. Listening and responding to employees ………………
29. Supporting new behaviours for keeping the school competitive ………………....
30. None ………………

HR is an active participant in……
31. School planning ………………
32. Designing and delivering HR processes ………………
33. Listening and responding to employees ………………
34. School renewal, change, or transformation. ………………
35. None ………………

HR works to……
36. Align HR strategies and school strategy ………………
37. Monitor administrative processes ………………
38. Offer assistance to help employees meet family and personal needs ………………
39. Reshape behaviour for school change ………………
40. None ………………

HR develops processes and programs to……
41. Link HR strategies to accomplish school strategy ………………
42. Efficiently process documents and transactions ………………
43. Take care of employees personal needs ………………
44. Help the school transform itself ………………
45. None ………………

HR's credibility comes from……
46. Helping to fulfill strategic goals ………………
47. Increasing productivity ………………
48. Helping employees meet their personal needs ………………
49. Making change happen ………………
50. None ………………

C) Organisational Justice
1. Strongly disagree 2. Disagree   3. Agree   4. Strongly Agree

No.	Type of justice	1	2	3	4
	Distributive justice				
101	My work schedule is fair				
102	I think that my level of pay is fair				
103	I consider my workload to be fair				
104	Overall the rewards I receive here are quite fair				
105	I feel that my job responsibilities are fair				
	Procedural justice				
106	Job decisions are made by my manager in an unbiased manner				
107	My manager makes sure that all employee concerns are heard before job decisions are made				
108	To make job decisions my manager clarifies decisions and provides additional information when requested by the employee				
109	All job decisions are applied consistently across all affected				
110	Employees are allowed to challenge or appeal job decisions made by the manager				

D) Organisational Stress

1. Never   2. Rarely   3. Sometimes   4. Frequently   5. Always

		1	2	3	4	5
201	Teachers are totally finished at the end of the day					
202	Teacher are exhausted in the morning when they leave home for school					
203	Teachers feel teaching gives them great satisfaction					
204	Teaching frustrates teachers					
205	Teachers feel that they work to hard in teaching					
206	Teachers feel that teaching allows them to utilize their fuliest abilities					
207	Teachers feel working close with pupils creates a great deal of tension					
208	Most teachers consider leaving teaching					
209	Teachers feel teaching is turning them into impatient persons					
210	Teachers think they are getting ahead in life					
211	Teachers would be better able to utilize their intellectual ability in another profession					
212	Demands made on teachers are above their qualification and experiences					
213	teachers worry that their job hardens them emotionally					
214	Teachers are overworked					
215	Most teachers provide less information to their pupils					
216	Most teachers provide fewer acceptances to pupil's view					
217	Most teachers interact with their pupils less frequently					
218	Most teachers have become less motivated					
219	Teachers have lost their sense of honor in their profession					
220	Teachers feel they have become less friendly towards people					
221	Most teachers give half doses yet they have teaching guides					
222	Most teachers have given up in what they have to do and decided to keep quiet					
223	Most teachers have resorted to income generating activities					
224	Teachers have resorted to borrowing from relatives					
225	Teachers rely on personal knowledge where there are no teaching materials					
226	Teachers borrow other teacher notes and use them.					
227	Teachers salaries have affected their performance					
228	Teachers sometimes stay away from school for unclear reasons					
229	Teachers' responsibility is clearly defined.					
230	Teachers are happy with their workload					

f) Teacher OCB's

You are required to indicate your agreement or disagreement with each of the items listed here, using a four point scale ranging from "strongly disagree" through "strongly agree"

1. Strongly disagree
2. Disagree
3. Agree
4. Strongly agree

		1	2	3	4
	Conscientiousness				
401	I Comply with company rules and procedures even when nobody watches and no evidence can be traced				
402	I Take my job seriously and rarely make mistakes				
403	I try hard to self-study to increase the quality of work outputs				
404	I Often arrive early and start to work immediately				
	Altruism				
405	Iam willing to assist new colleagues to adjust to the work environment				
406	Iam willing to help colleagues solve work related problems				
407	Iam willing to cover work assignments for colleagues when needed				
408	Iam willing to coordinate and communicate with colleagues				
	Interpersonal harmony				
409	I uses illicit tactics to seek personal influence and gain with harmful effect on interpersonal harmony in the school				
410	I use my position power to pursue selfish personal gain				
411	I takes credit, avoid blames, and fight fiercely for personal gain				
412	I often speaks ill of the supervisor or colleagues behind their backs				
	Protecting school resources				
413	I conducts personal business on company time(e.g. shopping, going to barber shops, visiting friends)				
414	I use company resources to do personal business(e.g. company phones, copy machines, computers, and cars)				
415	I view sick leave as benefit and makes excuse for taking sick leave				
	Identification with the school				
416	I comply with company rules and procedures even when nobody watches and no evidence can be traced				
417	Iam eager to tell outsiders good news about the school and clarify their misunderstandings				
418	I make constructive suggestions that can improve the operation of the school				
419	I actively attend school meetings				

Teacher OCB's

Please rate the subordinate or colleague on the following practices and behaviours by comparing him/her to an imaginary individual described below. Circle/Tick/ the appropriate response /category.

1. This is very much like him/her
2. This is like him/her
3. This is not like him/her
4. This is very unlike him/her

		1	2	3	4
	Conscientiousness				
101	Complies with school rules and procedures even when nobody watches and no evidence can be traced				
102	Takes one's job seriously and rarely makes mistakes				
103	Tries hard to self-study to increase the quality of work outputs				
104	Often arrives early and starts to work immediately				
	Altruism				
105	Willing to assist new colleagues to adjust to the work environment				
106	Willing to help colleagues solve work related problems				
107	Willing to cover work assignments for colleagues when needed				
108	Willing to coordinate and communicate with colleagues				
	Interpersonal harmony				
109	Uses illicit tactics to seek personal influence and gain with harmful effect on interpersonal harmony in the school				
10	Uses position power to pursue selfish personal gain				
111	Takes credits, avoids blames, and fights fiercely for personal gain				
112	Often speaks ill of the supervisor or colleagues behind their backs				
	Protecting school resources				
113	Conducts personal business on school time(e.g. shopping, going to barber shops, visiting friends)				
114	Uses school resources to do personal business(e.g. company phones, copy machines, computers, and cars)				
115	Views sick leave as benefit and makes excuse for taking sick leave				
	Identification with the school				
116	Complies with school rules and procedures even when nobody watches and no evidence can be traced				
117	Eager to tell outsiders good news about the school and clarify their misunderstandings				
118	Makes constructive suggestions that can improve the operation of the school				

119	Actively attends school meetings				

APPENDIX 2: TIME FRAME WORK ESTIMATED BUDGET

ACTIVITY	Work Duration	Period
Proposal Writing	1st Dec 2006- March 2007	4 Months
Questionnaire design	March 2007- April 2007	1 Month
Data Collection and Analysis	April 2007 – June 2007	1 Month
Dissertation preparation and presentation	June 2007 – August 2007	1 Months
Total		7 Months

APPENDIX 3: ESTIMATED BUDGET

ITEM	QUANTITY	COST
Particulars	Quantity	cost
stationery		
Papers	10 Reams	70,000
Box files	3	10000
Pens and Pencils	2 Packets	20,000
USB devices	2 flashes @ 1 GB	300,000
Diskettes	1 Pack	10,000
services		
Typing services		400,000
Printing services		400,000
Telephone services		200,000
Research assistants	2	200,000
Binding		150000
Data Analysis		300,000
Lap top purchase	1	700,000
Transport costs	7 months	500,000
Miscellaneous		100,000
Total		3,360,000