

## **TEACHERS' CITIZENSHIP AND INNOVATIVE WORK BEHAVIOURS: EXAMINING THE ROLE OF LEADERSHIP, ORGANISATIONAL COMMITMENT AND FAIRNESS**

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### **ABSTRACT**

In the present resource-constrained environment, supervisors need to motivate subordinates to engage in extra-role behaviours that are not directly rewarded in organisations. Even though research on affiliative extra-role behaviours in schools has made a considerable progress, little is known about change-oriented extra-role behaviours in schools. Based on a sample of 110 teachers, we use the quantitative-dominant research design to account for the relationships among leadership, organisational commitment, organisational justice, and teachers' organisational citizenship and innovative work behaviours. The results suggest that leadership was related to teacher innovative work behaviour (IWB), but not organisational citizenship behaviour (OCB); organisational commitment was related to teacher OCB, but not IWB; and organisational justice was related to both teachers' OCB and IWB. We discuss these results and suggest managerial and theoretical implications.

### **INTRODUCTION**

It is a widely held view that employees who engage in discretionary behaviours that exceed role requirements improve organisational effectiveness. Whilst some of these extra-role behaviours are affiliative in nature and sustain stability, others are change-oriented and promote innovation (Marinova, Peng, Lorinkova, Van Dyne and Chiaburu, 2015). The best known and most rigorously researched affiliative extra-role behaviour is organizational citizenship behaviour (Podsakoff, Whiting and Podsakoff, 2009; Organ, Podsakoff and MacKenzie, 2006), and examples of change-oriented extra-role behaviours include taking charge, personal initiative, creativity, innovative performance, and voice (Marinova *et al.*, 2015:109).

While attempts have been made to increase our understanding of affiliative extra-role behaviours such as OCB in schools (e.g. Belogolovsky and Somech, 2010; Bogler and Somech, 2005; DiPaola and Tschannen-Moran, 2001), little is known about change-oriented extra-role behaviours such as innovative work behaviour (IWB) in schools. Further, though it is widely acknowledged that societal culture and economic institutional framework may condition the nature, meaning and importance of organisational citizenship behaviours (Farh, Zhong and Organ, 2004), to our knowledge, there is paucity of concurrent research on OCB and IWB in schools, especially the nature and correlates of these extra-role behaviours in African schools.

## **THE PURPOSE AND SIGNIFICANCE OF THE PAPER**

The purpose of this paper is to examine the factors that influence extra-role behaviours in schools. Specifically the paper examines the relationships among leadership, organisational commitment, organisational justice, and teachers' organisational citizenship and innovative work behaviours.

We aim to make three contributions to the OCB literature in schools. First, we explore the correlates of teachers' affiliative and change-oriented extra-role behaviours. As suggested by Turnipseed and Turnipseed (2013), studies that focus on OCB and innovative behaviours have to date received little attention in the literature. Second, compared to prior studies, the additional open-ended question provides us with more nuanced information to help us explain the teachers' extra-role effort. Third, the study setting in Lesotho where environmental cues (e.g. prevalence of HIV-AIDS) may interact with teachers' emotions and professional values to shape the nature of OCBs provides us with a unique opportunity to fill a research gap relating to the contextual relevance of extra-role behaviours in schools.

## **LITERATURE REVIEW AND HYPOTHESES**

### **OCB and IWB**

OCB was originally defined by Organ (1988:4) as "the behaviour that is discretionary, not directly or explicitly recognised by the formal reward system, and that in the aggregate promotes the effective functioning of the organisation"; but was later redefined as "performance that supports the social and psychological environment in which task performance takes place" (Organ, 1997:95). OCBs in schools may include helping other teachers with work-related problems; orienting new teachers; giving advanced notice of changes that may affect other teachers; participating in school committees; promoting the image of the school to outsiders; being punctual; performing duties to levels beyond expectations; and making creative suggestions that improve the school (Belogolovsky and Somech, 2010).

Janssen (2000: 288) defines IWB as 'the intentional creation, introduction and application of new ideas within a work role, group or organisation, in order to benefit role performance, the group, or the organisation'. IWB comprises of creativity (production of novel and useful ideas) and innovation (idea championing and idea implementation) (Scott and Bruce, 1994).

Even though both OCB and IWB have a common origin as spontaneous and innovative extra-role behaviours (Janssen, 2000, Katz, 1964), to our knowledge, there is paucity of research on common factors that correlate with these constructs in schools.

We use Social Exchange Theory as a framework to examine the relationships among organisational commitment, school leadership, fairness, OCB and IWB. According to Social Exchange Theory, people assist, and never harm those that assist them (Blau, 1964). Underlying this theory is the norm of reciprocity which posits that people respond positively to favourable treatment, and negatively to unfavourable treatment from others (Gouldner, 1960).

### **Commitment, OCB and IWB in schools**

*Organizational commitment* has been described as 'one's emotional attachment to, identification with, and involvement in a particular organization' (Meyer and Allen, 1991:67). Teachers generally possess a strong commitment to their jobs and professions (DiPaola and Tschannen-Moran, 2001). According to O'Connor (2008), teachers are personally and emotionally involved in their jobs because their work involves nurturance, warmth, love and

caring for others. We expected this commitment to correlate positively with teacher extra-role behaviours.

According to Social Exchange Theories (Blau, 1964), employee commitment can be viewed as an attitudinal indicator of the extent to which employees perceive themselves to be in high quality social exchange relationships with their organisations (Lavelle, Brokner, Konovsky, Price, Henley and Taneja, 2009). Thus in exchange for support (e.g. organisational support) or good treatment (e.g. procedural justice) from the organisation, teachers may exhibit organizational commitment, which in turn may prompt them to engage in extra-role behaviours (OCB and IWB) because they feel obligated to engage in such behaviours. Empirical studies broadly support a consistent relationship between affective commitment and these extra-role behaviours (OCB and IWB) (e.g. Khaola and Sebotsa, 2015; Agarwal, 2014; Lavelle *et al.*, 2009; Coyle-Shapiro, Kessler and Purcell, 2004; Organ and Ryan, 1995). Accordingly we hypothesised:

*H<sup>1</sup>: Organisational commitment is positively related to teachers' OCB and IWB.*

### **Leadership, OCB and IWB in schools**

Leadership is defined as the process of influencing the thoughts, attitudes, emotions and behaviours of followers towards set goals, and has for decades been dominated by transformational and transactional leadership theories (Antonakis and House, 2014). According to Social Exchange Theory, teachers who perceive high quality leadership should plausibly reciprocate by applying extra-role effort on behalf of their schools (Runhaar, Konermann and Sanders, 2013). Based on Job-Demand Resource Theory (Agarwal, 2013, Demerouti, Bakker, De Jonge, Janssen and Schaufeli, 2001), it can also be expected that information and support provided by leaders serve as psychological resources that induce work engagement, which in turn prompts teachers to engage in extra-role behaviours such as OCB and IWB. Empirical studies support the relationship between leadership and these extra-role behaviours (e.g. Anderson, Potošnik and Zhou, 2014; Mahembe and Engelbrecht, 2014; Purvanova, Bono and Dzwieczynski, 2006; McKenzie, Podsakoff and Rich, 2001), and this led us to our second hypothesis.

*H<sup>2</sup>: Leadership is positively related to teachers' OCB and IWB.*

### **Organisational Justice, OCB and IWB in schools**

Organisational justice is the degree to which employees perceive fairness in the distribution of organisational outcomes, procedures regulating outcome distribution, and interactions related to how the supervisor treats employees (Colquitt, Conlon, Wesson, Porter and Ng, 2001). In the context of schools, principals may be perceived as fair if they allow teachers a voice in decision-making; apply rules and regulations consistently across teachers; take responsibility for mistakes and correct them; and base decisions on evidence and not mere rumour (Burns and DiPaola, 2013). Drawing again from Social Exchange Theory, teachers that perceive good treatment (justice) from agents of schools (principals) are likely to reciprocate by engaging in extra-role behaviours such as OCB or IWB. Job-Demand Resource Theory also considers justice as a contextual psychological resource that may induce intrinsic motivation, which in turn may prime teachers' extra-role behaviours (Agarwal, 2013). Studies in schools (e.g. Burns and DiPaola, 2013) and other organisations (e.g. Lavelle *et al.*, 2009; Janssen, 2000; and Podsakoff, MacKenzie, Paine and Bachrach, 2000) support a consistent relationship between organisational justice and extra-role behaviours. Thus we hypothesised:

*H<sup>3</sup>: Organisational justice is positively related to teachers' OCB and IWB.*

## **RESEARCH METHODOLOGY**

A quantitative-dominant research design with an added qualitative open-ended question was used in the current study. According to Greene, Caracelli and Graham (1989:256), mixed-method designs refer to designs 'that include at least one quantitative method (designed to collect numbers) and one qualitative method (designed to collect words), where neither type of method is inherently linked to any particular inquiry paradigm'. The mixed-methods research design becomes quantitative-dominant 'when one relies on a quantitative, post-positivist view of the research process, while concurrently recognising that the addition of qualitative data and approaches are likely to benefit most research projects' (Johnson, Onwuegbuzie and Turner, 2007: 124). The data collected from this mixed-methods approach were deemed complimentary, and hence enriched our understanding of extra-role behaviours and their correlates in schools.

### **Sample and Procedures**

The sample consisted of 110 professional teachers who attended a part-time class for their Bachelor of Education (BED-Primary) programme at the National University of Lesotho. Participants came from all 10 districts of Lesotho. With the permission of one of the facilitators, participants were requested to fill a questionnaire during class hours. In addition to the information on the cover letter, the purpose of the study was verbally communicated to the participants. They were informed that participation in the study was optional, and that participation or nonparticipation would not affect their academic performance. Anonymity and confidentiality were guaranteed. Of the total potential participants, five decided not to take part in the study, and 10 could not finish filling in the questionnaire within the 30 minutes allocated for this exercise, mainly because they were late for the class. Ninety-five (95) useable questionnaires were returned, a return rate of eighty-six per cent. Of the respondent sample, seventy-two per cent were females, and twenty-eight percent were males. Twelve per cent of the respondents were in the age group 20 to 30; sixty-five per cent were in the age group 31 to 40; twenty-two per cent were in the age group 41 to 50; and one person (1%) was over 50 years old. The participants had an average tenure of 11 years (range 4 - 28; SD = 11).

### **Measures and coding**

*Leadership:* The Multifactor Leadership Questionnaire (MLQ) (Bass and Avolio, 1995) was used to assess the leadership behaviour of supervisors (principals). Ten items were selected: two to assess each of the four dimensions of transformational leadership (intellectual stimulation, individualized consideration, inspirational motivation, and idealized influence), and two to assess the contingent-reward form of leadership. The participants were asked to assess the extent to which the listed statements described the behaviour of their supervisors (principals) on a scale ranging from 0 (not at all) to 4 (frequently if not always). Sample item was: '*my principal articulates a compelling vision for the future*'. The internal reliability (Cronbach's alpha) for transformational leadership was 0.89, and that for contingent-reward leadership was 0.61. Factor analysis (principal components, varimax rotation) yielded one factor (Cronbach's alpha = 0.90). Since the focus this study was on active constructive leadership (comprising of transformational leadership and contingent-reward leadership) which left out corrective, avoidant or management-by-exception components of leadership (Avolio, Bass and Jung, 1999), the two forms of leadership were combined into one summative scale.

*Organisational justice:* The scale developed by Niehoff and Moorman (1993) for measuring the three dimensions of organizational justice was used to assess organisational justice. Six items were selected: two to assess each of the three dimensions of organization justice (distributive justice, procedural justice and interactional justice). On a scale ranging from 1 (strongly disagree) to 5 (strongly agree) the participants were asked to assess the extent to which they agreed with the given statements. Sample item was '*to make job decisions, the principal collects accurate and complete information*'. Two factors emerged from the factor analysis (principal components, varimax rotation) of items. Factor one represented procedural justice

and interactional justice (Cronbach's  $\alpha=0.72$ ), and factor two represented distributive justice (Cronbach's  $\alpha=0.37$ ). To measure organizational justice we deleted the two items tapping into distributive justice because their deletion improved the internal reliability of the scale from 0.57 to 0.72.

*Organisational commitment:* We used five items taken from the scale of Cook and Wall (1980) to measure affective organizational commitment. On a scale ranging from 1 (strongly disagree) to 5 (strongly agree) the participants were asked to assess the extent to which they agreed with the listed statements. Sample item was '*I feel a strong sense of belonging to my school*'. The Cronbach's  $\alpha$  of the five items was 0.77, but since the deletion of one item improved the reliability of the scale from 0.77 to 0.89, the item was deleted.

*Organisational citizenship behaviour:* We used 10 items taken from the scale developed by Podsakoff, MacKenzie, Moorman and Fetter (1990) to measure this construct. Factor analysis of these items did not produce an expected factor structure, but after deletion of two items (*I attend functions that are not required but that help the image of the school, and I do not take extra breaks from work*), the summative scale with moderate Cronbach's  $\alpha$  (0.61) was used to measure OCB.

*Innovative work behaviour:* We used nine items from the scale of Janssen (2000), and two items from the scale developed by de Jong and den Hartog (2010) to measure individual innovative work behaviour. The participants were asked to rate how often they perform the list of duties in their organization on the scale ranging from 0 (never) to 4 (always). Sample items were '*creating original solutions for problems*' and '*making important school members enthusiastic for innovative ideas*'. The Cronbach's  $\alpha$  of the 11 items was 0.86. When the 11 items were subjected to factor analysis (principal components, varimax rotation), one item - *creating new ideas for difficult issues* - loaded ambiguously on two separate factors. Even though after deleting this item other items loaded clearly on two factors, the Cronbach's  $\alpha$  remained unchanged at 0.86. Factor 1 referred to idea championing and implementation (innovation), and factor 2 referred to idea generation (creativity). All 11 items were however included in the measurement to maintain the reliability of an overall IWB scale.

*Social Desirability:* Social desirability was included as a control and common method marker variable. We used two items taken from the scale developed by Crowne and Marlowe (1960) to measure this construct. The items were '*I never hesitate to help someone in trouble*' and '*I always practice what I preach*'. The Cronbach's  $\alpha$  of the scale was 0.60.

*Open ended questions:* In addition to Likert-type answer format, participants were asked to respond to unstructured questions. They were *first* prompted to think of the instances (examples) of helpful job behaviours which they frequently perform, but that are neither specifically part of their job description nor rewarded in their schools. They were then asked to give a brief description of such behaviours. *Second*, participants were asked to give any other information that they wanted to share with the researchers.

Following Farh *et al.* (2004) and Farh, Early and Lin (1997), an inductive approach was used to gather descriptions of behavioural incidents from the participants through open-ended questions. The incidents were classified into categories by means of content analysis, and an agreement index was constructed by multiple judges. Out of 95 participants, 62 (65%) generated 162 items, but after removing incidents that were not behavioural or were ambiguous in nature, only 102 items remained (1.65 per respondent in this question). A 3-person screening panel (first author and two other researchers) classified the items into categories based on similarity of item content. After several iterations 14 categories were agreed upon. To test the dependability of the categories, three groups of final year management students (3 members per group) were requested to serve as judges. The groups were familiarized with each category, and then each group was asked to independently assign items to the categories. Ninety per cent of the items were categorised appropriately, and after discussion with the groups, the panel was able to assign the remaining items to categories.

### Data analysis

Statistical Package for Social Sciences (SPSS) version 20 was mainly used to analyse quantitative data. Zero-order and partial correlations were specifically used to test the hypotheses. However, due to small sample size (95), we restricted our analyses to simple and partial correlations. A small sample size may affect statistical power and result in parameter inflation.

Greene (1991) recommends a sample size of at least 50 plus eight times the number of predictors to obtain a conventional power of 0.80. Given the number of predictors in our study (at least six), a minimum of 98 participants were required to meet this subject-to-variable ratio.

### RESULTS

This section presents the results of the study, and their discussion and implications will be made in later sections. Quantitative results are presented first, followed by analyses of open-ended questions.

#### Quantitative results

The means and zero-order correlations of the main variables are shown in Table 1.

**TABLE 1**  
**PEARSON CORRELATION (R) OF THE MAIN VARIABLES**

Variable	Mean	1	2	3	4	5	6	7	8
1. ACL	2.29	(0.90)							
2. TFL	2.26	0.99**	(0.89)						
3. CRL	2.49	0.81**	0.69**	(0.61)					
4. OJ	3.34	0.69**	0.70**	0.52**	(0.71)				
5. OC	3.89	0.57**	0.54**	0.47**	0.52**	(0.89)			
6. OCB	4.00	0.08	0.09	0.08	0.30**	0.24*	(0.61)		
7. IWB	3.01	0.24*	0.21 <sup>+</sup>	0.31**	0.25*	0.17	0.38**	(0.86)	
8. SD	4.01	0.14	0.17	0.07	0.34**	0.15	0.34**	0.44*	(0.60)

**Notes:** <sup>+</sup> correlation is significant at 0.10; \*correlation is significant at 0.05; \*\*Correlation is significant at 0.01. ACL=Active constructive leadership; TFL=Transformational leadership; CRL=Contingent-reward leadership; OJ=Organizational Justice; OC=Organizational commitment; OCB=Organizational citizenship behaviour, IWB=Innovative work behaviour; SD=Social desirability. Internal reliabilities are shown in parentheses on a diagonal.

While the items tapping into the active constructive leadership ( $\alpha = 0.90$ ), transformational leadership ( $\alpha = 0.89$ ), organizational justice ( $\alpha = 0.71$ ), and IWB ( $\alpha = 0.86$ ) constructs had good internal reliabilities, those tapping into contingent-reward leadership ( $\alpha = 0.61$ ), OCB ( $\alpha = 0.61$ ), and social desirability ( $\alpha = 0.60$ ) constructs only had moderate reliabilities (Nunnally, 1967).

Table 1 suggests that there was a significant relationship between organisational commitment and teacher OCB (0.24,  $p \leq 0.05$ ), but not between organisational commitment and IWB ( $r = 0.17$ ,  $p \geq 0.05$ ). This implies that high levels of organisational commitment were associated with high OCB, and vice-versa. Hypothesis 1 was partially supported.

Active constructive leadership and contingent-reward leadership correlated moderately with innovative work behaviour ( $r = 0.24, p \leq 0.05$  and  $r = 0.31, p \leq 0.01$  respectively), but the relationship between transformational leadership and IWB was not significant ( $r = 0.21, p \geq 0.05$ ). This provides support that the perception of effective leadership behaviour of principals, especially contingent-reward leadership, motivated teachers to engage in IWBs. All forms of leadership (active constructive leadership, transformational leadership and contingent-reward leadership) were surprisingly not related to OCB ( $r = 0.08, p \geq 0.05, r = 0.09, p \geq 0.05, \text{ and } r = 0.08, p \geq 0.05$  respectively). Hypothesis 2 was also partially supported.

Organisational justice was positively related to both OCB ( $r = 0.30, p \leq 0.01$ ) and IWB ( $r = 0.25, p \leq 0.05$ ), implying that the higher the perception of fairness in schools, the higher the desire of teachers to go beyond the call of duty, and to be creative and innovative in teaching. Hypothesis 3 was fully supported.

Though not hypothesized, the results show that all forms of leadership (active constructive leadership, transformational leadership and contingent-reward leadership) were positively and strongly related to organizational commitment ( $r = 0.57, p \leq 0.01, r = 0.54, p \leq 0.01, \text{ and } r = 0.47, p \leq 0.01$  respectively) and organisational justice ( $r = 0.69, p \leq 0.01, r = 0.70, p \leq 0.01, \text{ and } r = 0.52, p \leq 0.01$  respectively). This implies that the higher the perception of quality leadership, the higher the commitment of teachers and their perception of fairness, and vice versa. Similarly, organizational justice was positively and strongly related to organizational commitment ( $r = 0.52, p \leq 0.01$ ), implying that the teachers who perceived higher organizational justice were more likely than those who perceived low fairness to be committed to their schools.

The correlation between OCB and IWB was moderate ( $r = 0.38, p \leq 0.01$ ), suggesting that these extra-role behaviours were related but distinct from each other.

In general, with the exception of the leadership - OCB relationship and organisational commitment - IWB relationship, most zero-order correlations were positive and significant as expected.

As shown in Table 2, albeit in slightly smaller figures, correlations remained significant even after partialling out the social desirability variable.

**TABLE 2**  
**PARTIAL CORRELATIONS OF THE MAIN VARIABLES (CONTROL VARIABLE = SOCIAL DESIRABILITY)**

Variable	Mean	1	2	3	4	5	6	7
1. ACL	2.29	(0.90)						
2. TFL	2.26	0.98**	(0.89)					
3. CRL	2.49	0.80**	0.68**	(0.61)				
4. OJ	3.34	0.66**	0.67**	0.49**	(0.71)			
5. OC	3.89	0.53**	0.49**	0.44**	0.46**	(0.89)		
6. OCB	4.00	0.05	0.05	0.06	0.26**	0.23*	(0.61)	
7. IWB	3.01	0.24*	0.19 <sup>+</sup>	0.33**	0.20*	0.13	0.29*	(0.86)

**Notes:** <sup>+</sup> correlation is significant at 0.10; \*correlation is significant at 0.05; \*\*Correlation is significant at 0.01. ACL=Active constructive leadership; TFL=Transformational leadership; CRL=Contingent-reward leadership; OJ=Organizational Justice; OC=Organizational commitment; OCB=Organizational citizenship behaviour, IWB=Innovative work behaviour. Internal reliabilities are shown in parentheses on a diagonal.

We undertook supplementary analyses to tease out the relationships between leadership and organisational justice on one hand, and two forms of IWB, namely, idea generation (creativity) and idea promotion and implementation (innovation) on the other hand. The partial correlations revealed that all forms of leadership (active constructive, transformation, and contingent-reward) correlated significantly with innovation ( $r = 0.30, p \leq 0.01, 0.25, p \leq 0.05, \text{ and } 0.41, p \leq 0.01$  respectively) and not creativity ( $r = 0.03, p \geq 0.05, r = 0.01, p \geq 0.05, \text{ and } r = 0.10, p \geq 0.05$  respectively). Similarly, organisational justice correlated significantly with innovation ( $r = 0.24, p \leq 0.01$ ), and not creativity ( $r = 0.10, p \geq 0.05$ ).

#### **Analyses of open-ended questions**

Table 3 presents a description of identified categories and the frequency of 102 items, and broader general categories under which the items can be grouped.



**TABLE 3**  
**CLASSIFICATION OF TEACHER OCBs AND THEIR FREQUENCIES**

Category	Frequency	Percent
<i>1. OCB oriented towards the community</i>		
Assist in family and community projects	8	7.84
Charity to community members	2	1.96
Counsel and advice community members	4	3.92
<i>2. OCB oriented towards the school (organisation)</i>		
Creativity and innovation/improve overall quality of the school	8	7.84
Conscientiousness (punctuality, preparation ahead of classes, overtime work, dedicate time to work)	11	10.78
Voice behaviour	1	0.98
Clean environment	1	0.98
<i>3. OCB oriented towards people (co-workers and learners)</i>		
Help co-workers	5	4.90
Cooperate with other teachers to achieve school goals (team-work)	8	7.84
Help learners on own time	5	4.90
Help vulnerable or needy learners with material and emotional support	34	33.33
Engage in extra-curricular activities that assist learners	7	6.86
Improve values, personality and self-esteem of learners	6	5.88
<i>4. OCB oriented towards self</i>		
Learning and self-improvement	2	1.96
<b>Total</b>	<b>102</b>	<b>100</b>

**Note:** Percentage figures may not add up exactly to 100 percent because of rounding

In terms of frequencies, Table 3 shows that OCBs directed at others, i.e. teachers and learners (69 items), predominated; followed by OCBs directed at the school (21 items); the community (14 items); and self (2 items) respectively. The schematic representation of OCBs at all levels is illustrated in Figure 1.

The predominance of OCBs directed at others may imply that teachers are more other-centred than self-centred (O'Connor, 2008). The relatively high number of OCB items directed at the community reinforces the view that teachers may be other-oriented and altruistic professionals. The OCB items directed at vulnerable learners (34 items) may have particularly been prompted by high incidence of HIV-AIDs and poverty in Lesotho, the country with the second highest HIV-AIDs prevalence in the world.

**FIGURE 1**  
***CLASSIFICATION OF TEACHERS' OCBS IN LESOTHO***

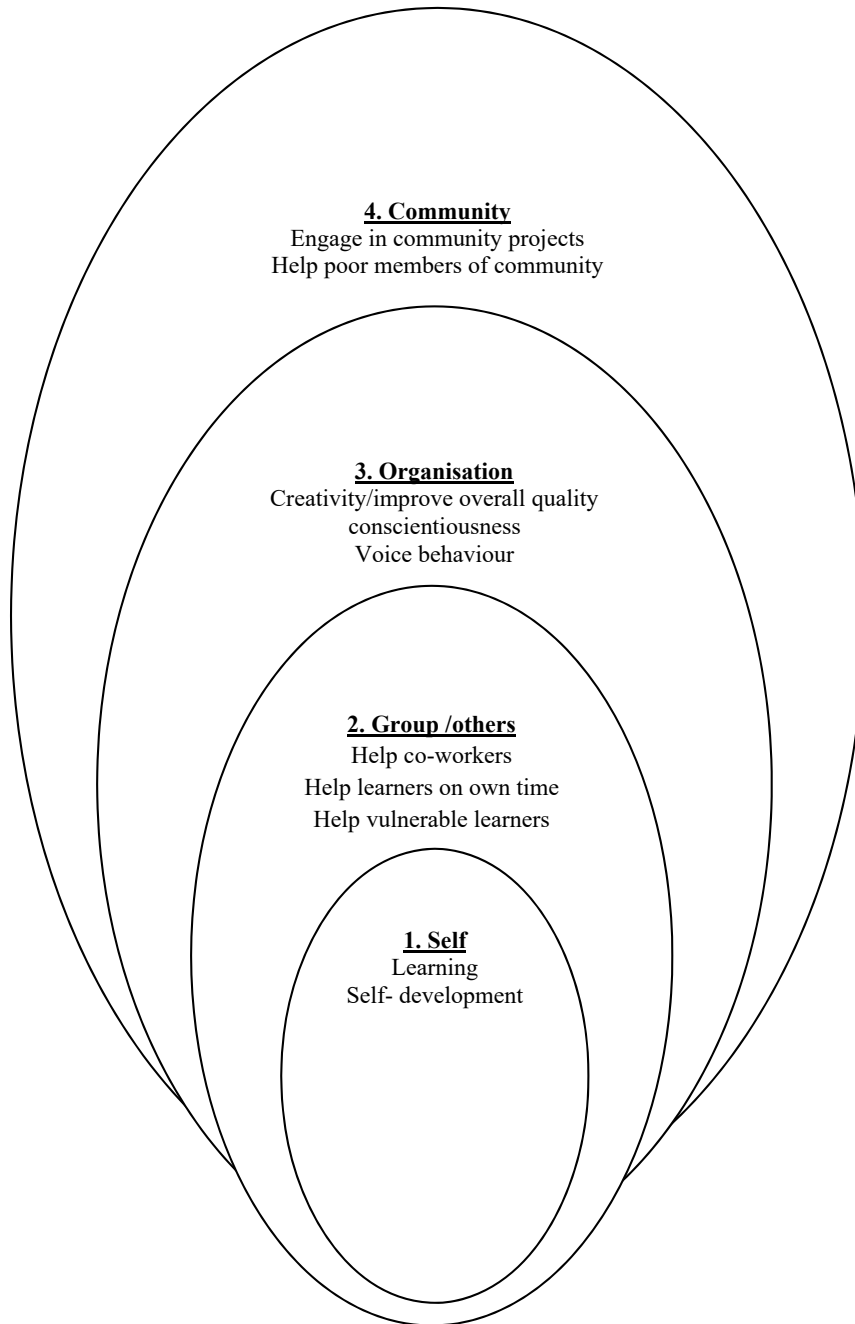


Figure 1 indicates diagrammatically the various OCB factors identified by Lesotho teachers. Each concentric 'ripple' of OCB focus is shown starting from the inmost self-development aspect, to the outmost community helping concern. If these aspects are deconstructed into a basic dichotomy consisting of person and organization-oriented OCB (Coldwell and Callaghan, 2014), and applied to a proportionate analysis of the distribution of responses indicated in Table 1, the following picture emerges.

**FIGURE 2**

**PIE CHART OF TEACHER RESPONSES USING A DICHOTOMOUS PERSON AND ORGANIZATION-ORIENTED OCB ANALYSIS**

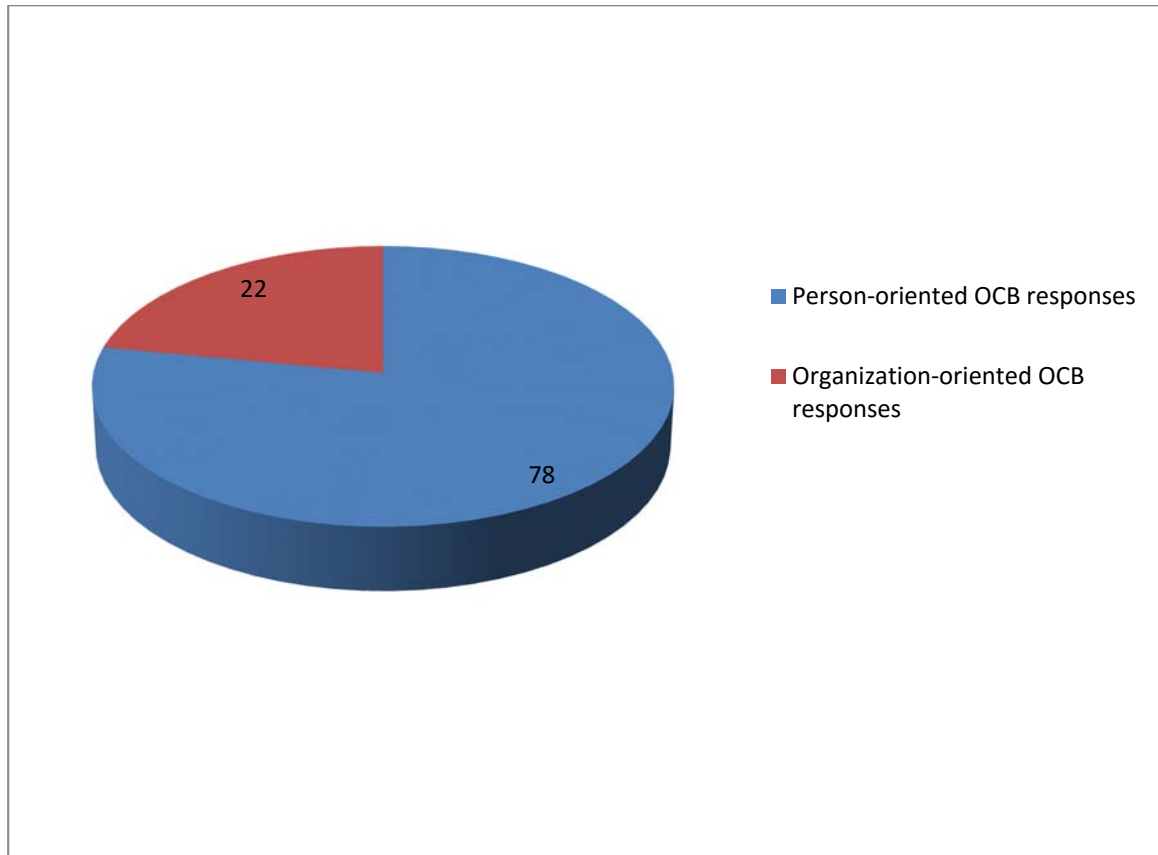


Figure 2 indicates that the larger portion of the pie chart (78%) demarks person-oriented 'helping' OCB consisting of concentric rings 2 'Group/others' and 4 'Community' in Figure 1. The smaller portion of the diagram shows organization-oriented OCB (22%) which is composed of concentric rings 1 'Learning' and 3 'Organization' in Figure 1. The latter type OCB is characterised by behaviour focused on pursuing organizational goals (Coldwell and Callaghan, 2014).

In the final open-ended question, many teachers described their jobs in a manner that indicated that they were personally and emotionally involved in their work (O'Connor, 2008). Selected statements are listed in Table 4.

**TABLE 4**  
**STATEMENTS FROM UNPROMPTED OPEN-ENDED QUESTION**  
**ILLUSTRATING INTRINSICALLY-SATISFYING NATURE OF TEACHING AND**  
**TEACHER COMMITMENT**

<ul style="list-style-type: none"><li>✦ I like my job</li><li>✦ I enjoy to be with small children in their play and learning</li><li>✦ I teach at rural school which I like best</li><li>✦ I am proud of being a teacher</li><li>✦ I do consider my organization important and do value my contribution</li><li>✦ I am dedicated to my job</li><li>✦ I like my job and myself for doing the job</li><li>✦ I am a Mosotho woman, I am a teacher of Primary School, my qualification is Diploma, at this moment I am doing BED part-time, I enjoy being a teacher as far as salaries are concerned</li><li>✦ I value my job and myself so much that I strive for improvement in my work</li><li>✦ I like my job because it is more than a profession, it is also a calling from God</li><li>✦ I like my job because I get new information every day through my interaction with many people</li><li>✦ I'm 'dedicated' to my job...I like sharing of education information with others</li><li>✦ I really like the organization I work for but I hate the fact that teachers are not taken too seriously by the authorities. The work we do does not match the pay we get</li><li>✦ I don't regret to be a teacher, it is the best career ever I chose in life (sic)</li><li>✦ In the nut shell I really love my job and profession</li><li>✦ I enjoy my work so much</li><li>✦ I am proud to be a teacher especially working at my school because my principal allow his staff to be flexible at my work (sic)</li><li>✦ I am proud of being a teacher in my school</li><li>✦ I am enjoying what I am doing</li><li>✦ My job is interesting because I interact and socialize with people around me</li></ul>
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As shown in Table 4, teachers used some of the following statements to refer to their jobs:

*I like my job; I enjoy being a teacher; I value my job; I am dedicated to my job; I don't regret being a teacher because it's the best job ever...; I am proud to be a teacher; I enjoy what I am doing; my job is interesting; my job is more than a profession, it's a calling from God.*

In line with the views of O'Connor (2008), this implies that the sampled teachers probably found their jobs intrinsically-satisfying.

## DISCUSSION

This section discusses both quantitative and qualitative findings, and we submit that the findings from both approaches were complementary.

As expected, organisational commitment was strongly related to OCB. This is not only consistent with prior studies (e.g. Khaola and Sebotsa, 2015; Organ, Podsakoff and MacKenzie, 2006; Coyle-Shapiro *et al.*, 2004; Podsakoff *et al.*, 2000), but also confirms that the emotional involvement of teachers in their jobs positively correlated with their affiliative extra-role effort. The relationship between organisational commitment and IWB was however not significant. While the sample size might have been responsible for this insignificant result, there is another compelling reason worth considering. It has been argued that traditional job attitudes such as organizational commitment may be less relevant for change-oriented behaviours because employees may feel strong attachment to the status quo and hence fail to perceive opportunities for improvement (Marinova, *et al.*, 2015). Clearly more studies are required to confirm or to refute this finding.

Contrary to expectations, there was no relationship between leadership and OCB in this study. Two possible reasons can be advanced to explain this unexpected finding. First, it may be that leadership played no role in the motivation of professional teachers in exhibiting OCB. It may be that leadership substitutes such as professional orientation of teachers and the intrinsically satisfying task (teaching) illustrated in the qualitative results rendered the role played by leadership redundant (Podsakoff, MacKenzie and Bommer, 1996). For instance, as shown in Table 4, the teachers made statements that imply that they were committed, loyal and engaged in their jobs and schools. It may be that regardless of the views they held about their superiors, the teachers remained committed to their profession, and as suggested by O'Connor (2008), teachers are emotionally involved in their work because it involves caring for others. Interestingly, the oft-quoted study by Podsakoff *et al.* (1990) also found the indirect relationship between leadership and OCB. This takes us to the second possible reason, namely, that leadership may not have a direct relationship with OCB. These two possibilities warrant further research.

There were slight but statistically significant relationships between constructive active leadership and IWB, and between contingent-reward leadership and IWB, but not between transformational leadership and IWB. Further analyses revealed however that all forms of leadership were significantly related to idea promotion and implementation (innovation), but not idea generation (creativity). A similar pattern was observed with regard to the relationship between justice and these components of IWB. It may be that idea promotion and idea implementation among teachers required more socially-embedded relationships such as teacher-principal relationship (leadership) and fair treatment meted out by principals than creativity which may be influenced by individual traits and hence not need approval of others. Compelling as this explanation may be, future research needs to be undertaken to confirm or refute this possibility.

As expected, organisational justice was positively related to organisational commitment, OCB, and IWB. This suggests that teachers who perceived fair treatment (e.g. being involved in issues that affect them, and being given accurate information and respectful treatment) did not only express high organisational commitment, but also exhibited extra-role performance (OCB and IWB). This finding is also in accord with prior studies (e.g. Burns and DiPaola, 2013; Janssen, 2000; Podsakoff *et al.*, 2000; Organ and Ryan, 1995).

## LIMITATIONS AND SUGGESTIONS FOR FUTURE RESEARCH

The major strength of our study is its mixed-method approach, but like all studies it has limitations that need be considered before decisions are made. First, the cross-sectional design used does not allow the examination of causal relationships. For instance, it is possible that teacher commitment influenced teacher extra-role effort; but that could not rule out the possibility that teachers who went beyond the call of duty developed organizational commitment. Even though the hypotheses were based on sound theory, longitudinal and/or experimental research design can be used to determine causality of variables. Second, the data used in this study was collected from one source at one point in time using the same instrument, and this lends itself to the same-source and common method biases. Even though care was taken to separate predictors and criterion variables in the questionnaire, and partialling out the social desirability variable did not affect the significance of our results, using different sources of data can help reduce these biases and benefit future research in schools. Third, even though we used the scale that has been used before to measure OCB among teachers (e.g. Mahembe and Engelbecht, 2014 in South African schools), we did not use the scale designed specifically to tap into OCB of teachers. As suggested by Dipaola and Tschannen-Moran (2001), a specific scale may be required to measure OCB in schools. Fourth, even though the sample consisted of teachers from all 10 districts of the country, the sample was small and not selected randomly, and this may affect the generalisability of our findings. Another factor that may militate against the generalisability of our results is the fact that teachers in the sample were in the process of developing themselves, and might have therefore been more motivated than an average teacher<sup>1</sup>. Another study with a larger sample size and a fully-developed mixed-methods approach is needed to confirm our findings.

## IMPLICATIONS AND RECOMMENDATIONS

The current findings have theoretical and practical implications. The findings suggest that commitment of teachers (and not leadership) had a positive relationship with OCB, and future studies can explore whether teacher commitment and professional values substitute leadership in schools, or whether leadership influences OCB indirectly through teacher commitment. Either way, these results have implications for teacher recruitment. Since organisational commitment was related to OCB, school leadership can recruit teachers with strong commitment and professional values to reduce the need for motivating teachers to engage in OCB.

The fact that both OCB and IWB correlated positively with organisational justice suggests that schools can influence extra-efforts of teachers by among other means, being perceived to be fair in the way they treat teachers. The results also suggest that schools can influence the IWB of teachers by among other policies, rewarding teachers who adopt this innovative behaviour in teaching. Because change-oriented OCB is generally risky (Marinova *et al.*, 2015), schools can create supportive environments that reward this form of OCB.

The qualitative findings suggest that OCBs demonstrated by teachers may be context-specific. Even though many OCB studies suggest that OCB can be directed at the organisation and individuals (Coldwell and Callaghan, 2014), the qualitative results suggest that OCBs among Lesotho primary teachers may in addition be directed at the community. Again the emphasis on helping poor learners may have been prompted by one unique factor relating to this study - many orphans in Lesotho primary schools.

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<sup>1</sup> We are grateful to the anonymous reviewer who helped us with this point.

## CONCLUSION

Based on Social Exchange and Job-Demand Resource theories, the aim of this paper was to examine the relationships among leadership, organisational commitment, organisational justice and teachers' organisational citizenship and innovative work behaviours. We found out that some elements of leadership correlated positively with innovative work behaviours (IWBs), but not organisational citizenship behaviours (OCBs). Organisational commitment correlated positively and significantly with OCB, but not with IWB. In line with our expectations, perceptions of fair treatment by principals correlated positively with OCBs and IWBs of teachers in our sample. We discussed these results, and provided theoretical and managerial implications.

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