



Teacher Motivation and Organisational Citizenship Behaviour: An Empirical Investigation of Public Basic Schools in Ghana

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Abstract: Understanding motivation and work attitudes is essential to comprehending organisational citizenship behaviour of workers, which is believed leads to high productivity, performance, and persistence. This study looked at how motivation affected the organisational citizenship behaviour (OCB) of teachers in some selected public basic schools in the Asene-Manso-Akroso District of Ghana. A descriptive correlational research design was used with a sample of 144 teachers. The study was based on Herzberg's two-factor and Lawrence and Nohria's four-drive theories. Using structured questionnaire as the data collection instrument, descriptive statistics, correlation analysis, and regression techniques were employed as the data analytical techniques. The results showed that extrinsic motivation and OCB had a high correlation ($r = 0.647, p < 0.01$) and that intrinsic motivation and OCB had a substantial positive correlation ($r = 0.764, p < 0.01$). Further, the results revealed a significant positive correlation between intrinsic motivation and OCB ($r = 0.764, p < 0.01$) and a moderately strong correlation between extrinsic motivation and OCB ($r = 0.647, p < 0.01$). Overall motivation significantly predicted OCB, explaining 54.6% of the variance ($R^2 = 0.546$). These results demonstrate how crucial extrinsic and intrinsic factors are in promoting OCB. Recommendations include enhancing intrinsic motivation through professional development opportunities and improving extrinsic rewards such as fair remuneration. Also, a positive organisational culture that values collaboration, respect, and support should be cultivated by stakeholders to enhance both intrinsic and extrinsic motivation. Suggestions for further research include qualitative studies, and comparative analyses to explore contextual differences in motivation and OCB. Implications for theory and practice are discussed.

Keywords: Extrinsic motivation, Intrinsic motivation, Job satisfaction, Teacher motivation, Organisational citizenship behaviour.

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1. Introduction

Every organisation, public or private, needs motivation since it is essential to survive and success (Zameer et al., 2014). It directly impacts employees by helping them in meeting their demands for self-actualization, social relationships, psychological well-being, physiological safety, and self-esteem (Afif & Ferine, 2024). While organisations have specific goals, individual employees have their aspirations, which often diverge from those of the organisation. A significant challenge for management is to inspire employees to align their efforts with the organisation's objectives. Motivating employees is essential for the organisation to reach its goals (Zameer et al., 2014). From the Cambridge Advanced Learner's Dictionary, motivation is defined as the enthusiasm for doing something or the need or reason for doing something. Motivation refers to the degree of dedication that people have to their work. The focus of workplace motivation is dedication to an institution, its goals and objectives (Ali & Anwar, 2021).

Afif and Ferine (2024) make a distinction between intrinsic and extrinsic motivation. Intrinsic motivation is the drive that comes from the work itself and is experienced by the individual after completing the activity or accomplishing his goals (Bandas, 2022). Extrinsic motives, on the other hand, are those that are driven by factors other than the job itself, such as compensation, working conditions, benefits, security, advancement, contract of service, and working circumstances. Individual managers may have little control over such concrete incentives, which are frequently decided at the corporate level (Bui, 2020). According to a study that investigated how financial incentives and their removal affected performance, experimental group subjects who received individual prizes outperformed the control group (Li et al., 2018). The study aimed to determine whether the investment model could predict commitment and job satisfaction. The findings revealed that work reward and cost value were the most effective predictors of job satisfaction. However, the best predictor of employment commitment was a mix of investment size, cost values, and rewards.

According to Abuzaid et al. (2022), organisational citizenship behaviour (OCB) refers to employees' selfless behaviours that go above and beyond their regular job obligations to benefit the organisation and its members. Employee motivation has a significant impact on OCB in public basic schools in Ghana's Asene-Manso-Akroso district. Employees exhibiting high levels of OCB contribute to the achievement of both explicit and implicit organisational goals, enhancing overall performance (Guangul, 2024). Thus, motivating employees is not only essential for their satisfaction but also for fostering OCB. Prior studies (Donkor & Segbenya, 2023; Ndoja & Malekar, 2020) have highlighted a strong connection between motivation and OCB, noting that highly motivated employees report

greater job satisfaction and exhibit more valuable OCB. Satisfied teachers in public basic schools in Ghana are likely to perform at higher levels than those who are dissatisfied, ultimately boosting the effectiveness and competitiveness of the district's educational institutions.

Scholars and practitioners recommend shifting from solely reward-related pay to long-term job satisfaction strategies that encourage a committed workforce. Scholars agree that both internal and extrinsic motivation are significantly influenced by employee satisfaction (Abdullahi et al., 2020; Yakubu & Inusah, 2022). Kuranchie-Mensah and Amponsah-Tawiah (2016) discovered a positive relationship between job motivation and performance in diverse organisations, implying that driven employees are more likely to act in ways that benefit their organisations. Also, Xuecheng and Iqbal (2022) in their study noted that, highly involved employees with a strong intrinsic orientation exhibited better performance outcomes. On the other hand, Anovunga and Maale (2021) observed a negative correlation between intrinsic motivation and work attitudes among Ghanaian teachers. Further, Forson et al. (2021) however observed no significant differences across various categories of workers. This distinction suggests that while both types of motivation are important, fostering intrinsic motivation may yield more substantial results in terms of OCB.

OCB is a major focus within educational and management research, often described as discretionary workplace behaviours that exceed basic job requirements (Abdullahi et al., 2020). This includes actions that go beyond formal duties, contributing to institutional effectiveness, efficiency, and cooperation. For schools in Asene-Manso-Akroso District, these behaviours can help improve productivity, streamline resource use, and reduce administrative costs, ultimately creating a more positive educational environment (George et al., 2013). Research on OCB in specific organisational contexts, such as public basic schools in Ghana, remains limited (Dartey-Baah et al., 2019). The importance of employee performance has grown as human resource specialists are becoming more concerned about the amount of production that employees are producing as a result of inadequate compensation. For various reasons, many firms influence their employees through motivation that is not related to their work (Dwomoh et al., 2019). Abdul-Samad et al. (2020) provided evidence for the idea that employees typically perform well when their pay is tied to performance, which is determined by an impartial assessment of an employee's merit rather than by personal bias or prejudice. Although a number of methods have been developed to measure job performance, the particular method selected generally depends on the nature of the activity. All of these problems necessitate investigation in order to highlight the ways in which a suitable compensation plan might motivate employees or encourage them to have a positive outlook on their work, which will boost their output. This study examines the relationship between motivation and

OCB among teachers in Asene-Manso-Akroso District, Ghana, with job satisfaction serving as a mediating factor.

1.1 The Context of the Study

Despite the fact that motivation is crucial for achieving organisational performance (Abdullahi et al., 2020; Dartey-Baah et al., 2019; Dwomoh et al., 2019), little is known about how motivation affects teachers' organisational citizenship behaviour (OCB) in public basic schools in the Asene-Manso-Akroso District, particularly in the Amantem-Nkwanta Circuit. Prior empirical research has mostly concentrated on the direct connection between OCB and motivation. For example, Abdullahi et al. (2020) investigated how leadership style affects OCB in Ghana. Dartey-Baah et al. (2019) examined OCB, leadership behaviours, and the mediation function of work involvement. Additionally, Abdul-Samad et al. (2020) examined the connection between OCB and motivation, taking into account the mediating function of employee engagement as opposed to job satisfaction.

Research on OCB spans various organisational settings, but studies focusing specifically on the educational sector remain scanty (Abdullahi et al., 2020; Dwomoh et al., 2019). The few studies conducted within educational institutions have predominantly focused on higher education (Donkor & Segbenya, 2023; Ndoja & Malekar, 2020), with minimal attention to the basic schools, particularly in Ghana (Guangul, 2024; Yakubu & Inusah, 2022). In Ghana's public basic schools (i.e., elementary schools funded and run by government), research connecting teacher motivation and OCB is notably scarce. Furthermore, the majority of previous research has treated OCB as a single variable rather than measuring its various dimensions. By examining the impact of motivation on the OCB of teachers in selected public basic schools to bridge the knowledge gaps.

1.2 Research Questions

The study was guided by three research questions as follows:

1. What is the relationship between intrinsic motivation and the organisational citizenship behaviour of teachers in selected public basic schools?
2. What is the influence of extrinsic motivation on organisational citizenship behaviour of teachers in selected public basic schools?
3. To what extent does the level of motivation among teachers predict their overall engagement in organisational citizenship behaviour in selected public basic schools?

2. Literature Review

2.1 Theoretical Foundation of the Study

Herzberg's Two-Factor and Lawrence and Nohria's four-drive theories underpinned the study. First, the goals of this study were closely aligned with and supported by Herzberg's Two-Factor theory. One, it urges employers to address employee discontent by offering intrinsically fulfilling (e.g., recognition, autonomy) and stimulating job attributes (e.g., salary, supervision) (Huang et al., 2022). And second, firm policies and a positive work atmosphere are non-financial hygiene elements that boost incentive for improved job performance (Pirson, 2022). Herzberg developed his Two Factor Theory of work motivation, which identified motivators (satisfaction) and hygiene (dissatisfaction) factors for job happiness in 1959. However, critics of Herzberg's Two-Factor Theory argue it's simplistic, overgeneralised, limited empirical support, and the potential for methodological biases (Osemeke, & Adegboyega, 2017; Sungmin, 2009). Motivators (intrinsic motivational elements) like success, accountability, room for advancement, and recognition were identified as effective at motivating individuals since they were more effective at inspiring individuals to do better at work (Al-Awar et al., 2022; Baah & Amoako, 2021). In contrast, hygiene variables (job dissatisfaction) such as workplace policies, management, salary, and so on do not result in job satisfaction because they are preventative and externally regulated. The notion of motivators and hygiene factors is important in the development of teachers' OCB in basic schools because most leadership activities are geared at controlling hygiene conditions for teachers. Teachers will be motivated and inspired if the school leadership team develops a culture of trust, cooperation, and delegation. On the contrary, if the school does not provide an adequate income or a secure working environment, the absence of hygienic aspects will lead to teacher demotivation. Employee motivation and job performance are inextricably linked. Employee needs and external factors influencing employee behaviour (Yang et al., 2021).

The study's objectives are further supported by Lawrence and Nohria's four-drive theory (Caulfield et al., 2023), which holds that humans are primarily motivated by four emotional needs or drives (Huang et al., 2022; Chen & Zhao, 2021). Also, Huang et al. (2022) assert that these drives can only be satisfied internally (intrinsic) rather than through material or financial needs (extrinsic) because they want to be recognised, respected, and connected, as well as to turn their professional experiences into meaningful lives (Smith et al., 2015). These emotional drives are the drives to acquire, bond, understand, and defend (Al Themairi et al., 2022). Addressing the problem of how to encourage employees'

behaviour to produce desired work-related results is their fundamental premise that might assist school heads in improving human capital performance (Zhang et al., 2022). This is where intrinsic motivation comes in to help school heads to boost teachers' performance outcomes. Herzberg's Two-Factor and Lawrence and Nohria's four-drive theories are important in this study because motivators and hygiene factors play a critical role in the development of teachers' OCB in basic schools, where most leadership practices are targeted at managing hygiene conditions over teachers.

2.2 Motivation and Organisational Citizenship Behaviour

Basalamah and As'ad (2021) assert that motivation is a process that is initiated by a physiological need or deficit that results in behaviour or a drive towards a reward. Thus, motivation is a psychological characteristic that affects an employee's level of dedication to their work. According to a study on employee motivation by Khuong and Linh (2020), motivation leads to outcomes like increased productivity, performance, and persistence. Furnham et al. (2021) emphasized that managers must determine the demands people want to be satisfied and concentrate on their talents in order to inspire employees. Intrinsic motivation is the drive like achievement, growth, advancement that comes from the task itself and is experienced by the individual after completing the activity or attaining his goals (Bandas, 2022), while the

extrinsic motivation pertains to external rewards, such as salary, job security, and other tangible incentives (Afif & Ferine, 2024).

Organisational citizenship behaviour (OCB), which is an individual's discretionary behaviour that is not formally or openly acknowledged by the formal incentive system but improves the overall effectiveness of the organisation (Organ, 1988), is critical to the survival and growth of every human institution (Zameer et al., 2014). Recent literature (Buil et al., 2019; Yang et al., 2021) defines OCB as workers' behaviour that exceed the requirements where their formal roles are not directly visible and are recognised by the official compensation system, thereby facilitating organisational functions. OCB includes a variety of behaviours, such conscientiousness, sportsmanship, civic virtue, civility, and altruism. These dimensions of behaviour demonstrate the added value of employees in this case teachers (Organ, 1988). Understanding motivation and work attitudes is essential to comprehending OCBs (Gregory, 2019). Boakye et al. (2022) opine that, employee engagement plays a pivotal role in the relationship between motivation and OCB. Also, Kim (2018) discovered a significant positive correlation between OCB and a desire to serve the public in a Korean study. Additionally, during the COVID-19 pandemic, Khalid et al. (2021) revealed that students detected significant levels of OCB in their teachers as they supported the transfer to online learning platforms.

Figure 1: Conceptual Framework



Authors' Own Construct (2024)

Figure 1 shows the assumption that there is a conceptual link between the independent variable, motivation (extrinsic motivation-EM & intrinsic motivation-IM), job satisfaction as a mediator and the dependent variable, OCB. It is assumed that motivation has a substantial impact on teachers' OCB in public basic schools. Supporting this idea is Herzberg's two-factor theory, which states that external variables (hygiene factors) prevent discontent while intrinsic factors (motivators) lead to job satisfaction. The theory highlights the function of motivators in promoting discretionary behaviour by showing that IM (such as personal achievement) has a greater impact on OCB than EM. Teachers who participate in OCB can significantly improve pupil performance and the school atmosphere in

the school, where educational resources may be scarce. Job satisfaction can have a mediating role in the link between OCB and motivation. Job satisfaction is the degree to which workers are happy with their works. Workers involvement plays a pivotal role in the association between motivation and OCB (Boakye et al., 2022). Teachers who are content with their working conditions are more likely to engage in good, voluntary actions that contribute to the school's overall performance. In contrast, a lack of job satisfaction can lead to disengagement, reducing the likelihood of teachers exhibiting OCB. Understanding how motivation and work satisfaction affect OCB is critical in this study, as schools confront a variety of obstacles and restricted professional development opportunities. This insight can

assist policymakers and school administrators in developing better strategies to promote teacher motivation and work satisfaction, hence enhancing educational outcomes.

3. Methodology

3.1 Research Design

Quantitative research approach was used in collecting and analysing the data. The study used a descriptive survey design, which is commonly used to investigate problems in realistic settings (Burns, Grove & Gray, 2015; Creswell & Creswell, 2018). Further, it was deemed appropriate because of its objectivity, rigorous and systematic provision it offered the researchers for proper understanding of how motivation affect the organisational citizenship behaviour of teachers in selected public basic schools used in this study (Creswell & Creswell, 2018; Kothari, 2019).

3.2 Population, Sample and Sampling Techniques

The study's target population included all of the teachers and headteachers at selected public basic schools in Ghana's Eastern Region's Asene-Manso-Akroso District. The study included 229 teaching professionals, of which 129 were males and 100 females. Krejcie and Morgan's (1970) sample size determination table was used to draw 144 respondents from the population. Krejcie and Morgan's formula was effective to address the need for a representative statistical sample size in this empirical research (Cohen et al., 2007). A simple random sample strategy was employed to pick respondents in order to give equal opportunity and eliminate biases in the sampling process (Creswell & Creswell, 2018). Also, headteachers were purposively from public basic schools to meet the need for the study.

3.4 Research Instrument

Self-constructed structured questionnaire consisting of four parts was used for data collection. Section "A" consisted of biographic data with five closed-ended items, section "B" explored intrinsic motivation and OCB of teachers, section "C" on extrinsic motivation and OCB of teachers (30 items in all). The five-point Likert scale (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree) was used, and section "D" examined the extent to which teachers' motivation predicts their engagement in OCB. A five-point Likert scale was utilized, with 1 denoting no extent, 2 small extent, 3 some extent, 4 substantial extent, and 5 very great extent.

3.5 Validity and Reliability of the Instrument

Validity was addressed in the study as the University of Education, Winneba, Ghana (UEW-ITECPD) Ethical Committee approved the instrument. Further, experts in the study's field reviewed the questionnaire and their inputs incorporated. Pilot testing of the questionnaire was done with 32 teachers (were not part of the main study) and a reliability coefficient between 0.853 to 0.96 was achieved. The feedbacks helped to fine-tune the instrument. A low alpha value may result from a diverse construct, a small number of questions, or weak item interrelatedness. According to studies, alpha value greater than 0.70 is okay (Tavakol & Dennick, 2011; Vaske et al., 2017). Higher is preferable, with 0.80 or higher being the ideal value (Vaske et al., 2017). The instruments measured what they were supposed to measure.

3.6 Ethical Considerations and Data Collection Procedure

Ethical approval was granted by UEW-ITECPD, Ghana, and the District Education Directorate. Further, researchers obtained informed consent from the respondents, by providing them with information about the study's purpose, how data will be used, and what will be required of them. It was mentioned to the respondents that participation was voluntary. On confidentiality and privacy, information collected from respondents was treated as confidential and the identities of the respondents were not disclosed in writing. Following the authorisation, three of the five researchers undertook data collection by visiting each of the participating schools. The selected teachers were administered the paper form of questionnaires in person, which allowed them to clarify respondents' concerns. A week after, the completed surveys were collected.

3.7 Data Analysis

The questionnaire was analysed using descriptive analysis (frequencies, percentages, means, standard deviation) with the aid of SPSS 24.0. Data from research question one was analysed using Pearson Product Moment Correlation (PPC) statistical method in order to address the study issues. The PPC is a useful statistic that illustrates the relationship between two variables (Adler & Parmryd, 2010). Pearson Correlation coefficient was used in analysing research question two, and for research question three a linear regression analysis was performed. Percentages were used for simplicity and clarity. Data were presented using tables.

4. Results and Discussion

4.1 Demographics of Participants

The demographic characteristics of the respondents reflect a diverse and representative sample across key variables, including gender, age, educational level and working experience. Out of the total 144 respondents, 72 (49.3%) were males, while 74 (50.7%) were females. The respondents were divided into four age groups: 20-29 years, 30-39 years, 40-49 years, and 50 and above.

The majority of participants held a Bachelor's degree, accounting for 39.0% (n=57) of the total. The working experience of respondents showcased a mix of mid-level and seasoned professionals. The largest groups were those with 11-15 years and 16-20 years of teaching experience, each representing 28.8% (n=42) of the sample. The demographics examination in the study played a significant role in gaining deeper understanding of the complex relationships between teacher motivation, OCB, and demographic characteristics in public basic schools.

Table 1: Responses of Participants on Intrinsic Motivation

S/N	Statement	Responses from Questionnaire					Total
		SD	D	N	A	SA	
1	I find teaching to be very enjoyable.	0 (0.0%)	13 (8.9%)	2 (1.4%)	29 (19.9%)	102 (69.9%)	146 (100%)
2	I feel satisfied when I successfully teach a concept.	1 (0.7%)	29 (19.9%)	3 (2.1%)	60 (41.1%)	53 (36.3%)	146 (100%)
3	I am excited about the opportunity to improve skills.	1 (0.7%)	15 (10.3%)	17 (11.6%)	66 (45.2%)	47 (32.2%)	146 (100%)
4	I feel personal accomplishment when students do well.	1 (0.7%)	3 (2.1%)	31 (21.2%)	67 (45.9%)	44 (30.1%)	146 (100%)
5	I teach because it aligns with personal values.	2 (1.4%)	27 (18.5%)	4 (2.7%)	58 (39.7%)	55 (37.7%)	146 (100%)
6	I enjoy planning lessons that engage students.	2 (1.4%)	1 (0.7%)	0 (0.0%)	73 (50.0%)	70 (47.9%)	146 (100%)
7	I look forward to interacting with my students daily.	2 (1.4%)	1 (0.7%)	3 (2.1%)	92 (63.0%)	48 (32.9%)	146 (100%)
8	I teach because it provides a meaningful purpose.	2 (1.4%)	0 (0.0%)	2 (1.4%)	103 (70.5%)	39 (26.7%)	146 (100%)
9	I enjoy discovering innovative teaching methods.	2 (1.4%)	4 (2.7%)	3 (2.1%)	33 (22.6%)	104 (71.2%)	146 (100%)
10	Teaching allows me to express my creativity.	1 (0.7%)	4 (2.7%)	1 (0.7%)	65 (44.5%)	75 (51.4%)	146 (100%)

The findings from Table 1 provide significant insights into the intrinsic motivation of basic school teachers in schools. Regarding the enjoyment of teaching, 102 respondents (69.9%) strongly agreed, and 29 (19.9%) agreed, indicating a predominantly positive attitude towards the profession. When asked about their feelings of satisfaction after successfully teaching a concept, 60 respondents (41.1%) agreed, and 53 (36.3%) strongly agreed, suggesting that professional accomplishments significantly enhance their sense of fulfilment. Furthermore, teachers expressed enthusiasm for improving their skills, with 66 respondents (45.2%)

agreeing and 47 (32.2%) strongly agreeing. Similarly, 67 teachers (45.9%) agreed, and 44 (30.1%) strongly agreed, that they feel a sense of personal accomplishment when students succeed. These responses emphasise the importance of student achievements in reinforcing teachers' sense of purpose. Teaching's alignment with personal values also garnered substantial support, with 58 respondents (39.7%) agreeing and 55 (37.7%) strongly agreeing, reflecting the deep personal connection many teachers feel toward their profession. A notable 73 respondents (50%) agreed, and 70 (47.9%) strongly agreed, that they enjoy planning engaging

lessons, indicating their dedication to creating stimulating learning environments. Interaction with students emerged as another motivator, with 92 teachers (63%) agreeing and 48 (32.9%) strongly agreeing that they look forward to daily interactions. Teaching was also seen as a meaningful purpose, with 103 respondents (70.5%) agreeing and 39 (26.7%) strongly agreeing,

confirming that many view their work as a vocation. Teachers' passion for innovation was evident, as 104 respondents (71.2%) strongly agreed they enjoy discovering new teaching methods. Lastly, 75 teachers (51.4%) strongly agreed, and 65 (44.5%) agreed, that teaching allows them to express their creativity, reinforcing the role of teaching as a creative outlet.

Table 2: Responses of Participants on Extrinsic Motivation

S/N	Statements	Responses from Questionnaire					Total
		SD	D	N	A	SA	
1.	I am motivated to teach because of financial rewards.	1 (0.7%)	15 (10.3%)	3 (2.1%)	51 (34.9%)	76 (52.1%)	146 (100%)
2.	I work hard to meet school leadership expectations.	11 (7.5%)	14 (9.6%)	15 (10.3%)	65 (44.5%)	41 (28.1%)	146 (100%)
3.	I strive for recognition from my superiors.	1 (0.7%)	18 (12.3%)	1 (0.7%)	53 (36.3%)	73 (50.0%)	146 (100%)
4.	Motivated by promotions or career advancement.	0 (0.0%)	3 (2.1%)	4 (2.7%)	78 (53.4%)	61 (41.8%)	146 (100%)
5.	I teach for job security for my family.	5 (3.4%)	18 (12.3%)	52 (35.6%)	10 (6.8%)	61 (41.8%)	146 (100%)
6.	I feel motivated by bonuses or incentives.	1 (0.7%)	3 (2.1%)	2 (1.4%)	92 (63.0%)	48 (32.9%)	146 (100%)
7.	External rewards like awards encourage teaching.	3 (2.1%)	2 (1.4%)	1 (0.7%)	66 (45.2%)	74 (50.7%)	146 (100%)
8.	Colleagues' acknowledgment drives my effort.	0 (0.0%)	0 (0.0%)	1 (0.7%)	114 (78.1%)	31 (21.2%)	146 (100%)
9.	Avoiding negative evaluations motivates me.	1 (0.7%)	3 (2.1%)	2 (1.4%)	21 (14.4%)	119 (81.5%)	146 (100%)
10.	I teach for the social status within the community.	2 (1.4%)	10 (6.8%)	2 (1.4%)	86 (58.9%)	46 (31.5%)	146 (100%)

Table 2 highlight the external motivation influencing basic school teachers in schools. Financial rewards were a strong motivator, with 76 respondents (52.1%) strongly agreeing and 51 (34.9%) agreeing. This underscores the importance of adequate remuneration in sustaining teacher morale and commitment. Similarly, 65 teachers (44.5%) agreed, and 41 (28.1%) strongly agreed, that meeting school leadership expectations drives their efforts. Recognition from superiors was another significant factor, as 73 respondents (50%) strongly agreed, and 53 (36.3%) agreed, suggesting the pivotal role of managerial acknowledgment in reinforcing teacher performance. With 78 respondents (53.4%) agreeing and 61 (41.8%) strongly agreeing, promotional prospects were especially inspiring, highlighting the significance of well-defined career growth tracks. Job

security motivated a smaller proportion of teachers, with 61 respondents (41.8%) strongly agreeing and 52 (35.6%) expressing a neutral stance. However, bonuses and incentives were widely endorsed, with 92 teachers (63%) agreeing and 48 (32.9%) strongly agreeing. Similarly, awards as external motivators received strong support, with 74 respondents (50.7%) strongly agreeing and 66 (45.2%) agreeing. Acknowledgment from colleagues emerged as a critical motivator, with 114 respondents (78.1%) agreeing. Avoiding negative evaluations was even more significant, with 119 teachers (81.5%) strongly agreeing. Lastly, teaching for social status within the community was an important motivator, as 86 respondents (58.9%) agreed, and 46 (31.5%) strongly agreed, suggesting the influence of societal perceptions on teaching motivation.

Table 3: Responses of Participants on OCBs

S/N	Statements	Responses from Questionnaire					Total
		No extent	Small extent	Some extent	Large extent	Very large extent	
1	I voluntarily assist colleagues with their work when needed.	0 (0.0%)	1 (0.7%)	32 (21.9%)	35 (24.0%)	78 (53.4%)	146 (100%)
2	I mentor new teachers to help them adapt to the school environment.	1 (0.7%)	1 (0.7%)	43 (29.5%)	29 (19.9%)	72 (49.3%)	146 (100%)
3	I willingly take on extra duties outside my official responsibilities.	16 (11.0%)	14 (9.6%)	3 (2.1%)	88 (60.3%)	25 (17.1%)	146 (100%)
4	I respect and follow school policies even when unsupervised.	2 (1.4%)	22 (15.1%)	15 (10.3%)	43 (29.5%)	64 (43.8%)	146 (100%)
5	I actively participate in school meetings and events outside my job requirements.	26 (17.8%)	0 (0.0%)	19 (13.0%)	27 (18.5%)	74 (50.7%)	146 (100%)
6	I avoid creating unnecessary problems for my colleagues.	3 (2.1%)	0 (0.0%)	0 (0.0%)	44 (30.1%)	99 (67.8%)	146 (100%)
7	I stay informed about developments in the school and education sector.	2 (1.4%)	1 (0.7%)	1 (0.7%)	62 (42.5%)	80 (54.8%)	146 (100%)
8	I show concern for the welfare of my students and colleagues.	0 (0.0%)	1 (0.7%)	33 (22.6%)	29 (19.9%)	83 (56.8%)	146 (100%)
9	I go out of my way to ensure the school achieves its objectives.	2 (1.4%)	1 (0.7%)	3 (2.1%)	31 (21.2%)	109 (74.7%)	146 (100%)
10	I avoid complaining about trivial issues at work.	2 (1.4%)	4 (2.7%)	15 (10.3%)	34 (23.3%)	91 (62.3%)	146 (100%)

The responses from Table 3 highlight the level of participation of basic school teachers in OCBs in the schools. The data reveals various dimensions of teachers' OCBs. A significant proportion of teachers reported assisting colleagues voluntarily. Specifically, 78 (53.4%) respondents indicated they help to a Very large extent, while 35 (24%) noted a Large extent, showing a strong culture of mutual support among teachers. Similarly, mentoring new instructors was common; 29 (19.9%) and 72 (49.3%) of respondents said they mentor to a considerable amount and to a very large level, respectively. Responses were more variable when additional tasks outside of official obligations were taken on. Of the respondents, 88 (60.3%) said they would contribute to a big extent, but just 25 (17.1%) said they would contribute to a very large amount. According to 64 (43.8%) and 43 (29.5%) respondents, adherence to

school policies, even in the absence of monitoring, is to a very considerable extent. These findings point to a respectable degree of self-control and professional ethics among the educators. 74 (50.7%) and 27 (18.5%) respondents, respectively, supported participation in school meetings and events outside of work obligations to a very great level, whereas 26 (17.8%) respondents said they did not participate. Teachers showed a great dedication to preserving a peaceful workplace, as seen by the fact that 44 (30.1%) and 99 (67.8%) respondents said they avoid needless disputes to a large extent. An additional priority was keeping up with changes in the school and education sector, as indicated by 80 (54.8%) and 62 (42.5%) respondents, respectively.

Research Question 1: What is the relationship between intrinsic motivation and the OCB of teachers in selected public basic schools?

Table 4: Descriptive Statistics for Intrinsic Motivation and OCB

Variable	Mean	Standard Deviation	N
Intrinsic Motivation	4.23	0.505	146
Organisational Citizenship Behaviour (OCB)	4.2459	0.52340	146

Table 4 presents the descriptive statistics for Intrinsic Motivation. The sample size is $N = 146$, and the mean score is high ($M = 4.23$), with a comparatively low standard deviation ($SD = 0.505$). With little variation within the sample, this result suggests that the majority

of instructors have high levels of intrinsic drive. Among the district's teachers, intrinsic motivators like professional development and personal fulfillment seem to be highly appreciated. The average score for OCB was also 4.2459, with a standard deviation of 0.52340.

Table 5: Correlation Between Intrinsic Motivation and OCB

Variables	Intrinsic Motivation	OCB
Intrinsic Motivation	.000	0.764
OCB	0.764	.000

The association correlation between OCB and intrinsic motivation among the studied teachers is seen in Table 5. With a significance threshold of 0.000 ($p < 0.01$), the results revealed a 0.76 ($r = 0.764$) Pearson Correlation coefficient between OCB and intrinsic motivation. This suggests a significant positive relationship between organisational citizenship behaviour and intrinsic motivation ($p < 0.01$). The correlation coefficient ($r = 0.764$) indicates that instructors are more likely to participate in cooperative, voluntary behaviours that

improve the school environment when their intrinsic motivation rises. The correlation's strength ($r = 0.764$) emphasizes how important intrinsic motivators are for fostering OCB, including a feeling of purpose and meaningful instructional engagement.

Research Question 2: What is the influence of extrinsic motivation on OCB of teachers in selected public basic schools?

Table 6: Descriptive Statistics for Extrinsic Motivation and OCB.

Variable	Mean	Standard Deviation	N
Extrinsic Motivation	4.2055	0.39962	146
Organisational Citizenship Behaviour (OCB)	4.2459	0.52340	146

Table 6 shows the descriptive statistics for extrinsic motivation and OCB. The results show a mean score of 4.21 ($M = 4.2055$), with a reasonably low standard deviation of 0.40 ($SD = 0.39962$), based on a total sample size of 146 teachers. This high mean score indicates that external rewards, including salary, job security, and recognition, are important motivating factors for

teachers. The low standard deviation suggests minimal variability in how teachers perceive extrinsic motivation, implying that external rewards are consistently valued across the sample. For OCB, the mean score remains high at 4.25 ($M = 4.2459$), with a slightly higher standard deviation of 0.52 ($SD = 0.52340$).

Table 7: Correlation Between Extrinsic Motivation and OCB

Variables	Extrinsic Motivation	OCB
Extrinsic Motivation	.000	0.647
OCB	0.647	.000

Table 7 displays a Pearson Correlation coefficient of 0.65 ($r = 0.647$) between OCB and Extrinsic Motivation, with a p-value of < 0.01 . This result suggests a reasonably

strong positive correlation between OCB and extrinsic motivation, which is statistically significant ($p < 0.01$). The positive correlation means that instructors with

higher levels of extrinsic motivation are more likely to engage in ways that help their schools outside of their assigned duties. The correlation for extrinsic motivation ($r = 0.647$) is somewhat lower than the previously reported correlation for intrinsic motivation ($r = 0.764$), indicating that while extrinsic factors are significant, intrinsic factors may have a more substantial impact on

OCB. Nevertheless, the moderately strong correlation ($r = 0.647$) underscores the relevance of external incentives in fostering prosocial behaviours among teachers.

Research Question 3: To what extent does the level of motivation among teachers predict their overall engagement in OCB in selected public basic schools?

Table 8: Model Summary

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
1	.739	.546	.543	0.35

To ascertain the degree to which teachers' general motivation affects their involvement in OCB, a linear regression analysis was performed. The model was an excellent fit, according to the model summary results in

Table 8 ($R^2 = .546$), meaning that overall motivation accounts for 54.6% of the variance in OCB. The model would likely generalize well to different data, as indicated by the corrected R^2 value of .543, which shows little shrinkage.

Table 9: ANOVA Results

Source	SS	Df	MS	F	P
Regression	21.70	1	21.70	173.45	< .001
Residual	18.02	144	0.13		
Total	39.72	145			

To determine if the regression model was statistically significant, an ANOVA was conducted, as indicated in Table 9. The model was shown to be extremely

significant ($F = 173.45$, $p < .001$), suggesting that OCB is considerably predicted by total motivation.

Table 10: Regression Coefficients for Overall Motivation Predicting OCB

Predictor	B	SE B	Beta	T	P	95% CI (Lower)	95% CI (Upper)
Constant	0.50	0.29		1.77	.080	-0.06	1.07
Overall Motivation	0.89	0.07	.739	13.17	< .001	0.75	1.02

Table 10 displays the regression coefficients. Overall motivation strongly predicts OCB, according to the data ($B = 0.89$, $t(144) = 13.17$, $p < .001$). According to the unstandardized coefficient, OCB rises by 0.89 units for every unit increase in overall motivation. Given that the unstandardized coefficient's 95% CI falls between 0.75 to 1.02, the true population parameter most likely falls within this range.

4.2 Discussion

The study's results indicate a substantial relationship between public basic school teachers' organisational

citizenship behaviour (OCB) and both intrinsic and extrinsic motivation in schools. According to the results, intrinsic motivation ($M = 4.23$, $SD = 0.505$) and extrinsic motivation ($M = 4.21$, $SD = 0.40$) are both significant predictors of OCB ($M = 4.25$, $SD = 0.52$). Moreover, the favourable impact of these motivational factors on OCB is highlighted by the correlation values of $r = 0.647$ (extrinsic motivation) and $r = 0.764$ (intrinsic motivation). The regression analysis shows that overall motivation significantly predicts OCB, accounting for 54.6% of the variance ($R^2 = 0.546$), confirming that motivation plays a vital role in promoting behaviours that extend beyond formal job requirements. These results are consistent with current empirical data. Kuranchie-

Mensah and Amponsah-Tawiah (2016) discovered a positive association between job motivation and performance in various firms, implying that driven employees are more likely to act in ways that benefit their employers. However, while Forson et al. (2021) did not observe significant differences across various categories of workers, this study highlights that intrinsic motivation has a stronger influence on OCB than extrinsic motivation ($r = 0.764$ vs $r = 0.647$). This distinction suggests that while both types of motivation are important, fostering intrinsic motivation may yield more substantial results in terms of OCB.

Moreover, the results corroborate the findings of Xuecheng and Iqbal, (2022), who noted that highly involved employees with a strong intrinsic orientation exhibited better performance outcomes. The current study supports this notion by showing that intrinsically motivated teachers are more likely to display discretionary behaviours that enhance the school environment. The significant regression coefficient ($B = 0.89$) further demonstrates the predictive power of motivation on OCB, consistent with the investment model proposed by Li et al. (2018), which links job satisfaction and commitment to reward structures.

In contrast, the findings diverge from the results of Anovunga and Maale (2021), who observed a negative correlation between intrinsic motivation and work attitudes among Ghanaian teachers. This discrepancy may be attributed to contextual factors, such as resource availability and socio-cultural perceptions of the teaching profession, which were noted as potential barriers to motivation in their study. In public basic schools, where external incentives such as salary and job security are consistently valued (low $SD = 0.40$), these factors might not pose as significant a challenge.

5. Conclusion and Recommendations

5.1 Conclusion

In all, the study discovered a significant positive association between OCB and intrinsic motivation. Indicating that teachers were more likely to act in ways that benefit the school community when they were highly intrinsically motivated, motivated by both professional development and personal fulfillment. Also, there was moderately strong positive relationship was identified between extrinsic motivation and OCB, with a Pearson correlation coefficient of $r = 0.647$ at $p < 0.01$. External factors such as money, job stability, and recognition have been found to play an important influence in motivating teachers to go beyond their formal responsibilities. Finally, the regression analysis revealed that total motivation significantly predicts OCB. With an R^2 value of 0.546, overall motivation accounts for 54.6% of the variance in OCB. $B = 0.89$ ($p < 0.001$) was the regression coefficient for overall motivation, indicating that OCB

risks significantly in response to motivation. The study concludes that when it comes to promoting OCB, teachers at the public basic schools considerably benefit from both intrinsic and extrinsic motivation. Intrinsic motivators, such as job progress and personal fulfillment, have a greater impact on OCB than extrinsic ones. However, in order to guarantee teacher satisfaction and engagement, extrinsic variables continue to be crucial. When creating motivational measures to improve teacher performance and organisational culture, school heads and legislators should take these findings into consideration.

5.2 Implications and Recommendation

The results support Herzberg's Two-Factor theory, which says that external variables (hygiene factors) prevent dissatisfaction while intrinsic aspects (motivators) produce job satisfaction. The study highlights the function of motivators in promoting discretionary behaviour by showing that intrinsic motivation has a greater impact on OCB than extrinsic motivation. But the strong correlation between OCB and extrinsic incentive also emphasizes how crucial hygienic elements like pay and recognition are to maintaining teacher engagement. Also, the four basic human drives identified by Lawrence and Nohria's four-drive hypothesis are the need to acquire, bond, understand, and defend. The study's results align with this theory by demonstrating that teachers are driven by both intrinsic and external influences. The drive to comprehend (intrinsic motivation) is reflected in teachers' desire for personal growth and mastery, while the drive to acquire (extrinsic motivation) is evident in the importance placed on external rewards. The high level of OCB observed suggests that fostering all four drives can lead to improved organisational outcomes. The findings from this study have provided significant insight into how crucial extrinsic and intrinsic factors are in promoting OCB.

The study recommends that school heads and managers should implement strategies that foster intrinsic motivation, such as providing opportunities for professional development, recognising outstanding performance, and offering greater autonomy in teaching. Additionally, efforts should be made by heads of public basic schools to improve extrinsic rewards, including fair remuneration, job security, and recognition programmes, to sustain teacher engagement. Also, a positive organisational culture that values collaboration, respect, and support should be cultivated by stakeholders for example Parents Teachers' Association to enhance both intrinsic and extrinsic motivation. Regular assessments of teacher motivation levels should be conducted by school heads to identify areas for improvement and to address potential barriers to motivation.

5.3 Limitations and Further Research

The study was conducted in public basic schools in a district of Ghana; therefore, the findings cannot be generalised to the entire country. Also, the study was carried out using quantitative approach. The researchers therefore suggest that for further research, qualitative study be done using qualitative approach in order for teachers views and feelings be captured in the study to enrich data.

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