



Why Organisational Citizenship Behaviour Declines among Teachers: Head Teachers' Perspectives from Government-Aided Secondary Schools in Greater Bushenyi, Uganda

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Abstract: *This study explored organisational citizenship behaviour (OCB) among teachers in government-aided secondary schools in Greater Bushenyi, Uganda, focusing on head teachers' perceptions, experiences, and strategies for improvement. Guided by Social Exchange Theory and Organ's OCB framework, the study examined how discretionary behaviours such as altruism, conscientiousness, courtesy, sportsmanship, and civic virtue are understood and practised within school contexts. A qualitative descriptive research design was adopted, and data were collected from ten head teachers using key informant interviews. Data were analysed using thematic analysis. The findings revealed that organisational citizenship behaviour is perceived as weak and inconsistently demonstrated across all dimensions, with teachers largely prioritising formal job responsibilities over voluntary engagement. In practice, OCB was found to be minimally manifested, characterised by low collaboration, poor accountability, limited participation in school activities, and resistance to organisational processes. These patterns indicate that OCB is not institutionalised within daily school operations but occurs sporadically and inconsistently. Despite these challenges, participants identified strategies for improving OCB, including promoting collaborative cultures, strengthening accountability systems, enhancing professional relationships, and adopting participatory leadership practices. The study concludes that strengthening organisational citizenship behaviour requires a systemic and context-responsive approach that integrates leadership, institutional support, and teacher engagement. The findings extend Social Exchange Theory by demonstrating that teachers' discretionary behaviours are shaped by perceived organisational support and reciprocity within resource-constrained educational contexts. The study recommends that policymakers and school leaders prioritise supportive institutional environments to enhance teacher engagement and improve organisational effectiveness.*

Keywords: *Organisational Citizenship Behaviour, School Leadership, Government-Aided Secondary Schools, Uganda*

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1. Introduction

Organisational Citizenship Behaviour (OCB) has increasingly been recognised globally as a critical determinant of organisational effectiveness, particularly within education systems striving for improved performance outcomes. Recent studies indicate that employees who engage in extra-role behaviours significantly enhance collaboration, institutional performance, and long-term sustainability (Nabiyeva, 2022; Rose, Miller, & Kacirek, 2016). In educational settings, teachers' voluntary engagement in activities beyond formal responsibilities contributes to improved school climate and student outcomes (Khan, Naveed, Sheraz, & Awan, 2023). These behaviours include helping colleagues, participating in school governance, and maintaining professional conduct even under challenging conditions. However, emerging global evidence suggests that OCB is declining in contexts where teachers experience low motivation, weak institutional support, and limited recognition (Alshaabani, Naz, Magda, & Rudnák, 2021).

At the regional level, organisational citizenship behaviour among teachers varies across educational systems due to differences in leadership practices, institutional support, and professional expectations. In developed regions, teachers tend to demonstrate higher levels of OCB, including collaboration, innovation, and proactive engagement in school improvement initiatives (Ravichandran, Gilmore, & Strohbahn, 2007). Conversely, studies in developing regions indicate that teachers often prioritise formal job requirements while limiting engagement in voluntary or discretionary activities. This pattern reflects a growing tendency among teachers to focus on prescribed duties rather than broader institutional contributions (Nabiyeva, 2022). Such disparities highlight the influence of contextual and organisational factors in shaping teacher behaviour across regions.

Within the African context, organisational citizenship behaviour among teachers remains relatively low, particularly in public education systems characterised by resource constraints and institutional inefficiencies. Empirical evidence shows that many teachers focus primarily on contractual obligations, with limited participation in extra-role activities that support school effectiveness (Kasekende, Munene, Otengei, & Ntayi, 2016). Studies further reveal that teachers exhibit low levels of altruism, conscientiousness, and civic engagement, and often demand additional compensation for tasks beyond their formal duties. Recent research also attributes declining OCB to weak professional cultures, limited support systems, and low intrinsic motivation among teachers (Gwokyalya, 2008). These patterns

suggest that OCB is not yet fully institutionalised within many African school systems.

In Uganda, particularly in government-aided secondary schools, organisational citizenship behaviour among teachers has continued to decline despite ongoing reforms aimed at improving educational outcomes. Evidence indicates increasing levels of teacher absenteeism, limited participation in co-curricular activities, and reduced willingness to engage in extra-role responsibilities. Additional reports highlight behaviours such as poor lesson preparation, weak collegial support, and resistance to organisational changes, reflecting low levels of conscientiousness and sportsmanship. Furthermore, many teachers engage in alternative income-generating activities, which reduces their commitment to school responsibilities (District Education Offices DEO, 2023). These persistent challenges underscore the need for a qualitative exploration of how organisational citizenship behaviour is perceived, experienced, and improved within government-aided secondary schools in Greater Bushenyi.

1.1 Objectives

This study was guided by the following objectives:

1. To explore head teachers' perceptions of organisational citizenship behaviour among teachers in government-aided secondary schools in Greater Bushenyi, Uganda.
2. To examine how organisational citizenship behaviour is experienced and manifested among teachers in government-aided secondary schools in Greater Bushenyi, Uganda.
3. To identify strategies for improving organisational citizenship behaviour among teachers in government-aided secondary schools in Greater Bushenyi, Uganda.

2. Literature Review

This review examines organisational citizenship behaviour (OCB) among teachers, structured according to the study objectives. The discussion synthesises global, regional, and local evidence to provide a contextual understanding of how OCB is perceived, manifested, and enhanced in educational settings. Using a critical and integrative approach, the review identifies contextual gaps in existing literature that justify the need for this qualitative study in government-aided secondary schools in Greater Bushenyi, Uganda.

2.1 Head Teachers' Perceptions of Organisational Citizenship Behaviour

Globally, organisational citizenship behaviour is widely perceived as a voluntary yet essential component of teacher professionalism that supports institutional effectiveness and collaborative work environments. Studies indicate that head teachers and school leaders associate OCB with behaviours such as helping colleagues (altruism), maintaining high professional standards (conscientiousness), and demonstrating respect in interactions (courtesy) (Khan et al., 2023; Nabiyeva, 2022). In well-resourced systems, teachers are often perceived as proactive contributors to school improvement, actively participating in decision-making processes (civic virtue) and adapting positively to organisational challenges (sportsmanship). These findings suggest that OCB is embedded within broader professional norms in many global contexts.

Regionally, however, perceptions of OCB among teachers appear more varied and context-dependent. Evidence from developing regions indicates that school leaders often perceive teachers as fulfilling formal job requirements while demonstrating limited engagement in extra-role behaviours. For instance, studies show that teachers may exhibit moderate conscientiousness but low levels of altruism and civic engagement, particularly in environments characterised by high workloads and limited institutional support (Alshaabani et al., 2021; Ravichandran et al., 2007). Compared with global studies, regional findings suggest that OCB is frequently constrained by contextual challenges, including policy pressures and inadequate motivation systems.

Within the African context, head teachers' perceptions of OCB are largely characterised by concerns over declining voluntary engagement among teachers. Research indicates that many teachers prioritise contractual obligations while showing limited willingness to support colleagues or participate in broader school activities (Kasekende et al., 2016). Studies further highlight perceived weaknesses in courtesy and sportsmanship, with teachers often exhibiting poor communication and resistance to organisational changes (Gwokyalya, 2008). These findings contrast with global expectations of teacher professionalism, suggesting that OCB is not consistently internalised within many African school systems.

In Uganda, particularly in government-aided secondary schools, head teachers perceive OCB among teachers as declining, with observable gaps across all five dimensions. Evidence indicates that teachers exhibit limited altruism, reduced commitment to professional duties, and low participation in school governance. Additionally, concerns have been raised about poor interpersonal relationships and negative attitudes toward institutional changes, reflecting a lack of courtesy and sportsmanship. While some studies acknowledge the role of systemic challenges, there is

limited qualitative evidence on how these perceptions form, thereby necessitating further investigation.

2.2 Experiences of Organisational Citizenship Behaviour

Globally, the manifestation of organisational citizenship behaviour among teachers is associated with positive institutional outcomes, including improved collaboration, enhanced student achievement, and stronger school culture. Teachers in many developed contexts actively engage in altruistic practices, support colleagues, and participate in co-curricular and governance activities (civic virtue) (Khan et al., 2023). Furthermore, high levels of conscientiousness and sportsmanship are reflected in teachers' commitment to quality teaching and their ability to adapt to organisational changes. These patterns suggest that OCB is not only perceived positively but also consistently practised in such environments.

In contrast, regional evidence indicates that teachers' actual practice of OCB often falls short of expectations. Studies reveal that teachers in many developing regions exhibit selective engagement in OCB, placing greater emphasis on formal duties and participating less in voluntary activities. For example, while teachers may maintain acceptable levels of conscientiousness, behaviours such as helping colleagues (altruism) and participating in school governance (civic virtue) are often minimal (Nabiyeva, 2022). Additionally, issues related to poor communication (courtesy) and resistance to change (sportsmanship) have been reported, indicating inconsistencies between expected and actual behaviour.

Across Africa, the manifestation of OCB is frequently constrained by systemic and institutional challenges. Research shows that teachers often operate independently, with limited collaboration and weak professional relationships, reflecting low levels of altruism and courtesy. Furthermore, reduced accountability, absenteeism, and minimal engagement in school activities indicate low conscientiousness and civic virtue (Gwokyalya, 2008). These findings highlight a gap between theoretical expectations of OCB and its practical realisation within school environments.

In Uganda, empirical evidence indicates that organisational citizenship behaviour is minimally manifested among teachers, particularly in government-aided secondary schools. Teachers are reported to demonstrate low levels of collaboration, poor lesson preparation, and limited participation in co-curricular activities. Additionally, behaviours such as resistance to change, weak communication, and disengagement from institutional processes reflect low sportsmanship, courtesy, and civic virtue. Despite policy efforts to improve teacher performance, these challenges persist, underscoring the

need for context-specific insights into how OCB is experienced in schools.

2.3 Strategies for Improving Organisational Citizenship Behaviour

Globally, strategies for enhancing organisational citizenship behaviour among teachers emphasise supportive leadership, professional development, and recognition systems. Studies suggest that fostering collaborative cultures can significantly improve altruism and courtesy, while accountability mechanisms enhance conscientiousness (Nabiyeva, 2022). Additionally, participatory leadership approaches that involve teachers in decision-making processes have been shown to strengthen civic virtue and organisational commitment. These strategies highlight the importance of creating enabling environments that encourage voluntary engagement.

Regionally, interventions aimed at improving OCB often focus on addressing contextual challenges such as workload, motivation, and institutional support. Evidence indicates that mentorship programs, team-based teaching approaches, and improved communication systems can enhance collaboration and professional relationships among teachers (Alshaabani et al., 2021). However, the effectiveness of these strategies varies across contexts, with some studies reporting limited impact due to systemic constraints and policy limitations. This suggests the need for context-sensitive approaches that consider local realities.

Within Africa, efforts to improve organisational citizenship behaviour have largely centred on strengthening institutional capacity and teacher motivation. Research highlights the role of leadership in modelling positive behaviour (sportsmanship) and promoting accountability (conscientiousness) among teachers (Gwokyalya, 2008). Additionally, incentive systems and professional development initiatives have been identified as key drivers of improved participation in school activities (civic virtue). Despite these efforts, challenges such as resource limitations and weak organisational cultures continue to hinder sustained improvements in OCB.

In Uganda, strategies for enhancing organisational citizenship behaviour remain largely policy-driven, with emphasis on teacher motivation, supervision, and professional development. However, existing evidence suggests that these approaches have not fully addressed challenges related to collaboration, communication, and teacher engagement. There is limited qualitative research exploring context-specific strategies that align with teachers' lived experiences in government-aided secondary schools. Therefore, this study contributes to the literature

by providing in-depth insights into practical strategies for improving OCB based on local realities.

2.4 Theoretical Anchors and Implications for the Review

This study is anchored in Social Exchange Theory, originally advanced by Homans (1958) and further developed by Blau (1964). The theory posits that social behaviour is based on reciprocal exchanges, where individuals respond to favourable treatment with positive discretionary actions. In organisational contexts, employees are more likely to demonstrate behaviours such as cooperation, commitment, and extra-role engagement when they perceive fairness, support, and recognition. Applied to school settings, the theory suggests that teachers' willingness to engage in organisational citizenship behaviour depends on how they perceive their relationship with the institution. This perspective provides a strong explanatory foundation for understanding variations in OCB among teachers across different educational contexts.

In addition, the study adopts the organisational citizenship behaviour framework proposed by Dennis Organ (1988), with further refinement by Organ (2014). Organ conceptualised OCB as comprising five key dimensions: altruism, conscientiousness, courtesy, sportsmanship, and civic virtue. These dimensions capture the range of voluntary behaviours that employees exhibit beyond formal job requirements, contributing to organisational effectiveness. Altruism reflects helping behaviour toward colleagues, while conscientiousness represents going beyond minimum performance expectations. Courtesy involves respectful interactions, sportsmanship reflects tolerance of challenges without complaints, and civic virtue captures active participation in organisational life.

The integration of Social Exchange Theory and Organ's OCB framework provides both explanatory and analytical grounding for this study. While Social Exchange Theory explains why teachers may or may not engage in discretionary behaviours, Organ's model clarifies how these behaviours are expressed in practice. Consequently, the literature review is organised around these constructs to examine how OCB is perceived, manifested, and enhanced across global, regional, and local contexts. This combined theoretical and conceptual approach strengthens the interpretation of findings and supports a deeper understanding of organisational citizenship behaviour among teachers in government-aided secondary schools.

3. Methodology

3.1 Research Design

This study employed a qualitative descriptive research design to explore organisational citizenship behaviour (OCB) among teachers in government-aided secondary schools in Greater Bushenyi, Uganda. The design was appropriate for capturing in-depth insights into participants' perceptions, lived experiences, and suggested strategies related to OCB, particularly across dimensions such as altruism, conscientiousness, courtesy, sportsmanship, and civic virtue. The study was guided by the interpretivist paradigm, which emphasises understanding social phenomena from participants' subjective perspectives and is well-suited to examining context-specific behaviours within educational settings.

3.2 Study Context and Participants

The study was conducted in government-aided secondary schools located in Greater Bushenyi, a region in Southwestern Uganda comprising Bushenyi, Sheema, Mitooma, Rubirizi, and Buhweju districts. The area was selected due to persistent concerns regarding declining organisational citizenship behaviour among teachers, including limited engagement in extra-role activities and reduced collaboration in school environments. The study focused on head teachers as key informants due to their supervisory roles and comprehensive understanding of teacher behaviour within schools. A total of ten (10) head teachers participated in the study, and they were purposively selected based on their experience and ability to provide rich and relevant information on organisational citizenship behaviour.

3.3 Sampling Procedure

A purposive sampling technique was used to select participants who could provide detailed and relevant insights into organisational citizenship behaviour. The selection criteria focused on head teachers with substantial leadership experience and familiarity with teacher practices within their respective schools. The sample size of 10 participants was determined based on data saturation, in which data collection continued until no new themes or insights emerged from the interviews.

3.4 Data Collection Methods

Data were collected using key informant interviews, which enabled an in-depth exploration of participants' views and experiences. A semi-structured interview guide was used

to ensure that discussions remained aligned with the study objectives while allowing flexibility for probing and clarification. The interviews focused on how organisational citizenship behaviour is perceived, how it is manifested in daily school practices, and what strategies can be employed to improve it. All interviews were conducted face-to-face at locations convenient for participants, and with their consent, the conversations were audio-recorded and later transcribed verbatim to ensure accuracy and completeness of the data.

3.5 Data Analysis

The collected data were analysed using thematic analysis, which involved a systematic process of coding and categorising data into meaningful themes. Transcripts were carefully reviewed to identify patterns and recurring ideas, which were then organised into themes aligned with the study objectives. The analysis was both inductive and guided by the conceptual framework underpinning the study, particularly the five dimensions of organisational citizenship behaviour as conceptualised by Dennis Organ. This approach enabled a comprehensive understanding of how OCB is expressed and experienced within the school context.

3.6 Trustworthiness of the Study

To ensure the study's trustworthiness, several strategies were employed throughout the research process. Credibility was enhanced through prolonged engagement with participants and the use of probing questions to obtain detailed responses. Dependability was ensured by maintaining consistency in data collection procedures, while confirmability was achieved through the use of verbatim quotations to support the findings. Transferability was addressed by providing a detailed description of the study context, allowing readers to determine the applicability of the findings to similar settings.

3.7 Ethical Considerations

Ethical considerations were strictly observed throughout the study to ensure compliance with institutional and national research guidelines. Ethical approval was obtained from the Mbarara University of Science and Technology Research Ethics Committee (MUST-REC) prior to the commencement of data collection. In addition, the study was cleared by the Uganda National Council for Science and Technology (UNCST) in accordance with national requirements for research involving human participants.

Permission to access schools and conduct the study was obtained from the respective District Education Officers (DEOs) in Greater Bushenyi. Head teachers were approached as key informants and provided with detailed

information regarding the purpose and procedures of the study. Written informed consent was obtained from all participants prior to their involvement, ensuring that participation was voluntary and based on adequate understanding of the research.

Participants were assured of confidentiality and anonymity, and no identifying information was included in the transcripts or final report. They were informed of their right to withdraw from the study at any stage without any negative consequences. All data were securely stored and used strictly for academic purposes, ensuring adherence to ethical principles throughout the research process.

4. Results and Discussion

4.1 Head Teachers' Perceptions of Organisational Citizenship Behaviour

This objective explored how head teachers perceive organisational citizenship behaviour among teachers.

Altruism

Head teachers perceived teachers' altruism as generally weak and inconsistent, particularly in voluntary support for colleagues. Many teachers were reported to avoid helping unless formally required, indicating limited willingness to go beyond assigned responsibilities. For instance, one head teacher explained that

"...in my school, teachers are not quick to offer help unless pushed, and during examination periods, some even pretend to be busy just to avoid assisting colleagues with marking or supervision duties" (HT3).

Similarly, another noted that

"...when a teacher is absent, instead of colleagues stepping into support, most of them complain about increased workload, showing that voluntary helping behaviour is not part of the school culture" (HT7).

These perceptions suggest a decline in collaborative professional practices.

Conscientiousness

Findings reveal that teachers are perceived to exhibit low levels of conscientiousness, often performing only minimum required duties without extra commitment. Head teachers highlighted gaps in lesson preparation, marking, and general professionalism. One participant reported that

"...most teachers enter class without proper lesson plans and sometimes exercise books pile up unmarked, which

makes parents question whether teaching is being taken seriously as a professional responsibility" (HT5).

Another added that

"...attendance is average but there is no enthusiasm, and learners can clearly notice when a teacher is only doing the minimum required instead of putting extra effort into their work" (HT7).

These findings indicate reduced diligence and accountability.

Courtesy

Head teachers perceived that teacher courtesy was declining, particularly in professional interactions. Instances of disrespect, poor communication, and lack of collegial consideration were reported. One head teacher stated that

"...some teachers dominate discussions and dismiss others' opinions, which shows a lack of professional respect undermines teamwork among staff members in the school environment" (HT4).

Another explained that

"...there are cases where teachers use offensive language in front of learners and colleagues, which reflects a serious decline in professionalism and respect within the school setting" (HT5).

These perceptions reflect weakened interpersonal relationships.

Sportsmanship

In relation to sportsmanship, teachers were perceived as less tolerant and more inclined to complain about minor issues. Head teachers observed that teachers often resist changes and exaggerate challenges instead of adapting positively. One participant noted that

"...some teachers complain loudly even about small changes like minor timetable adjustments instead of adapting, which shows low tolerance and resistance to change within the school" (HT6).

Another added that

"...when teachers focus only on the negative side during meetings without suggesting solutions, it discourages others and creates a negative working atmosphere in the school" (HT8).

These findings indicate low resilience and adaptability.

Civic Virtue

Participation in school-related activities beyond formal duties was perceived to be limited. Head teachers reported low engagement in meetings, workshops, and institutional processes. One head teacher explained that

“I have staff members who only attend meetings when forced, and even important workshops or school activities are ignored

unless attendance is strictly monitored” (HT1).

Another noted that *“...some teachers do not read school memos or announcements, and later claim they were not informed, which affects coordination and smooth running of school programs” (HT10).*

These findings suggest weak institutional engagement.

Table 1: Head Teachers’ Perceptions of Organisational Citizenship Behaviour in Greater Bushenyi

Theme	Subtheme	Illustrative Quotes	Source
Perceptions of OCB	Altruism	“In my school, teachers are not quick to offer help unless pushed, and during examination periods some even pretend to be busy just to avoid assisting colleagues with marking or supervision duties.”	HT3
		“When a teacher is absent, instead of colleagues stepping in to support, most of them complain about increased workload, showing that voluntary helping behaviour is not part of the school culture.”	HT7
	Conscientiousness	“Most teachers enter class without proper lesson plans and sometimes exercise books pile up unmarked, which makes parents question whether teaching is being taken seriously as a professional responsibility.”	HT5
		“Attendance is average but there is no enthusiasm, and learners can clearly notice when a teacher is only doing the minimum required instead of putting extra effort into their work.”	HT7
	Courtesy	“Some teachers dominate discussions and dismiss others’ opinions, which shows a lack of professional respect and undermines teamwork among staff members in the school environment.”	HT4
		“There are cases where teachers use offensive language in front of learners and colleagues, which reflects a serious decline in professionalism and respect within the school setting.”	HT5
	Sportsmanship	“Some teachers complain loudly even about small changes like minor timetable adjustments instead of adapting, which shows low tolerance and resistance to change within the school.”	HT6
		“When teachers focus only on the negative side during meetings without suggesting solutions, it discourages others and creates a negative working atmosphere in the school.”	HT8
	Civic Virtue	“I have staff members who only attend meetings when forced, and even important workshops or school activities are ignored unless attendance is strictly monitored.”	HT1
		“Some teachers do not read school memos or announcements, and later claim they were not informed, which affects coordination and smooth running of school programs.”	HT10

The findings reveal that head teachers perceive organisational citizenship behaviour among teachers as generally low and inconsistent across all five dimensions. This suggests that OCB, although theoretically expected as a professional norm, is not fully internalised within the school context. From a broader perspective, these perceptions reflect a shift from voluntary engagement toward compliance-driven behaviour, where teachers prioritise formal responsibilities over discretionary contributions. This pattern aligns with global concerns that

OCB declines in environments characterised by low motivation and limited institutional support (Alshaabani et al., 2021).

The key implication of these findings is that teachers are increasingly operating within the boundaries of formal job descriptions rather than engaging in behaviours that enhance institutional effectiveness. Reduced altruism, weak civic participation, and low sportsmanship indicate declining collegiality and professional commitment. This

undermines the collaborative culture necessary for effective school functioning and reflects a weakening of professional norms traditionally associated with teaching. When compared with existing literature, the findings diverge from studies conducted in more developed contexts where teachers are perceived as proactive contributors to school improvement (Khan et al., 2023; Nabiyeva, 2022). However, they strongly align with regional and African studies, which indicate that teachers often limit their engagement to prescribed duties due to contextual constraints (Ravichandran et al., 2007). The observed decline in courtesy and sportsmanship further supports findings by (Gwokyalya, 2008), which highlight poor communication and resistance to change as persistent challenges in African schools.

The qualitative design of the study provided rich insights into these perceptions, allowing head teachers to articulate nuanced experiences that may not be captured through quantitative approaches. However, reliance on head teachers' perspectives may have influenced the findings by emphasising managerial viewpoints over teachers' self-perceptions.

An important unexpected insight emerging from the findings is that negative perceptions are not limited to one dimension but cut across all aspects of OCB. This suggests that the decline is systemic rather than isolated, indicating deeper institutional and cultural challenges within schools.

Despite these contributions, the findings are limited to a specific context and cannot be generalised to all educational settings. However, they provide a valuable foundation for understanding how OCB is perceived in government-aided secondary schools and highlight the need for context-specific interventions.

4.2 Head teachers' Experiences of Organisational Citizenship Behaviour

This objective examined how organisational citizenship behaviour is experienced and manifested in schools.

Altruism

Experiences from head teachers reveal limited collaboration and weak peer support among teachers. Teachers were reported to operate independently, with minimal voluntary assistance to colleagues. One head teacher stated that
“...in most cases, teachers stick strictly to their timetables and rarely offer support to colleagues with heavy workloads unless they are officially assigned to do so by administration” (HT9).

Another added that

“...we rarely stand in for each other even when a colleague has a genuine reason to be away, which shows that teamwork and mutual support are not well established here” (HT3).

These findings reflect low levels of altruistic behaviour in practice.

Conscientiousness

Findings indicate that conscientiousness is manifested through reduced accountability and compromised work standards. Head teachers reported instances of misrepresentation and neglect of professional duties. One participant noted that

“...some teachers inflate attendance records or claim to have prepared lesson plans when in reality they have not, which compromises the integrity of teaching practices in the school” (HT5).

Another explained that

“...teachers spend a lot of time on phones or side businesses during school hours, leaving classes unattended while pretending they are overwhelmed with workload” (HT10).

These experiences point to declining work ethic.

Courtesy

In terms of courtesy, experiences reveal strained interpersonal relationships among teachers, characterised by poor communication and limited respect. One head teacher reported that
“...teachers do not always share information regarding tasks, and some prefer to work in isolation, which creates confusion and affects teamwork in the school” (HT6).

Another added that

“...there are situations where teachers do not respect colleagues the way they expect respect themselves, which weakens unity and collaboration among staff members” (HT7).

These findings highlight poor collegial relations.

Sportsmanship

Teachers were found to exhibit low sportsmanship, particularly in their responses to challenges and organisational changes. Complaints and resistance were common. One head teacher explained that
“...some teachers exaggerate small issues and turn them into major complaints instead of handling them

professionally, which disrupts the working environment in the school” (HT7).

Another noted that

“a number of teachers resist instructions and constantly complain, which discourages other staff who are trying to maintain a positive and productive work attitude” (HT6).

These findings indicate low tolerance and adaptability.

Civic Virtue

Participation in school governance and co-curricular activities was found to be minimal. Head teachers reported

low attendance in non-mandatory but important activities. One participant stated that

“...teachers are often absent from co-curricular activities and school assemblies, showing little interest in participating beyond their classroom teaching responsibilities” (HT5).

Another added that

“...workshops and professional development sessions are ignored by some teachers, unless there is strict enforcement, which limits their contribution to school improvement” (HT4).

These findings reflect weak engagement in school life.

Table 2: Head teachers’ Experiences of Organisational Citizenship Behaviour in Greater Bushenyi

Experiences of OCB	Altruism	“In most cases, teachers stick strictly to their timetables and rarely offer support to colleagues with heavy workloads unless they are officially assigned to do so by administration.”	HT9
		“We rarely stand in for each other even when a colleague has a genuine reason to be away, which shows that teamwork and mutual support are not well established here.”	HT3
	Conscientiousness	“Some teachers inflate attendance records or claim to have prepared lesson plans when in reality they have not, which compromises the integrity of teaching practices in the school.”	HT5
		“Teachers spend a lot of time on phones or side businesses during school hours, leaving classes unattended while pretending they are overwhelmed with workload.”	HT10
	Courtesy	“Teachers do not always share information regarding tasks, and some prefer to work in isolation, which creates confusion and affects teamwork in the school.”	HT6
		“There are situations where teachers do not respect colleagues the way they expect respect themselves, which weakens unity and collaboration among staff members.”	HT7
	Sportsmanship	“Some teachers exaggerate small issues and turn them into major complaints instead of handling them professionally, which disrupts the working environment in the school.”	HT7
		“A number of teachers resist instructions and constantly complain, which discourages other staff who are trying to maintain a positive and productive work attitude.”	HT6
	Civic Virtue	“Teachers are often absent from co-curricular activities and school assemblies, showing little interest in participating beyond their classroom teaching responsibilities.”	HT5
		“Workshops and professional development sessions are ignored by some teachers unless there is strict enforcement, which limits their contribution to school improvement.”	HT4

The lived experiences of head teachers reveal that organisational citizenship behaviour is minimally practiced, with teachers exhibiting low collaboration, limited accountability, and weak engagement in school activities. In practice, behaviours such as absenteeism, poor lesson preparation, inadequate communication, and resistance to change reflect low levels of

conscientiousness, courtesy, and sportsmanship. These manifestations confirm that OCB is not institutionalised in daily school operations, but rather occurs sporadically and inconsistently.

The findings demonstrate that organisational citizenship behaviour is minimally manifested in practice, with

teachers exhibiting low collaboration, weak accountability, and limited engagement in school activities. These experiences suggest that OCB is not embedded in daily school operations but occurs sporadically, if at all. The observed behaviours, such as absenteeism, poor lesson preparation, and resistance to change, indicate a gap between expected professional standards and actual practice.

The key contribution of these findings lies in demonstrating that the decline in OCB is not merely perceptual but is reflected in observable behaviours. Low levels of altruism and courtesy indicate weak collegial relationships, while reduced conscientiousness and civic virtue reflect declining professionalism and institutional engagement. These manifestations directly affect school effectiveness and student outcomes by weakening collaboration and accountability.

These findings are consistent with the global and regional literature, which highlights discrepancies between expected and actual OCB practices (Nabiyeva, 2022). While studies in developed contexts report consistent demonstration of OCB Khan et al. (2023), the present findings align more closely with research in developing regions, where teachers prioritise formal responsibilities and limit voluntary engagement (Ravichandran et al., 2007). Similarly, the findings reinforce African evidence indicating low collaboration and weak professional relationships among teachers (Gwokyalaya, 2008).

The qualitative methodology enabled an in-depth exploration of lived experiences, yielding detailed accounts of how OCB is enacted in schools. This approach strengthened the validity of the findings by capturing real-world practices rather than relying solely on self-reported measures. However, reliance on a single participant category may have limited the diversity of perspectives.

A notable unexpected outcome is the normalisation of low OCB behaviours, where practices such as limited collaboration and disengagement are perceived as typical rather than problematic. This suggests that low OCB has become institutionalised within some school environments, further complicating efforts to address it.

The study is limited by its contextual focus and the qualitative design, which prioritises depth over generalisation. Nonetheless, the findings provide critical insights into how OCB is experienced in real-world settings and highlight the need for targeted interventions.

4.3 Strategies for Improving Organisational Citizenship Behaviour

This objective explored strategies for enhancing organisational citizenship behaviour among teachers.

Altruism

To enhance altruism, head teachers emphasised promoting teamwork and collaborative culture within schools. One participant suggested that

“...we need to build a culture where teachers support each other willingly, not because they are forced, so that helping behaviour becomes part of everyday practice in schools” (HT1).

Another added that

“...encouraging mentorship between experienced and new teachers can improve collaboration and make helping others a natural part of teaching practice” (HT7).

These strategies aim to strengthen peer support systems.

Conscientiousness

Improving conscientiousness requires strengthening accountability mechanisms and recognising effort. One head teacher stated that

“...school administrators must enforce accountability systems where lesson preparation, marking, and attendance are regularly monitored to ensure teachers meet professional standards consistently” (HT6).

Another explained that

“... recognising and rewarding teachers who go beyond their duties can motivate others to improve their level of commitment and responsibility in their work” (HT2).

These strategies focus on enhancing professionalism.

Courtesy

Head teachers recommended promoting respectful relationships and effective communication among staff. One participant noted that

“...there is need to promote respect and professionalism through staff development programs so that teachers learn to value each other and work harmoniously” (HT8).

Another added that

“...improving communication systems and encouraging openness among staff can reduce conflicts and improve how teachers relate with one another in schools” (HT4).

These strategies address interpersonal challenges.

Sportsmanship

To improve sportsmanship, head teachers emphasised fostering positive attitudes and resilience among teachers. One participant stated that

“...teachers should be trained to handle challenges positively and focus on solutions rather than complaining, which will improve the working environment in schools” (HT5).

Another added that

“...leadership should model positive behaviour so that teachers learn to adapt to changes without unnecessary resistance or negativity” (HT6).

These strategies promote adaptability.

Civic Virtue

Enhancing civic virtue requires encouraging participation in school activities and decision-making processes. One head teacher noted that

“...schools should create incentives for teachers to participate in meetings, co-curricular activities, and decision-making processes to improve their engagement” (HT3).

Another explained that

“...involving teachers in school governance and giving them a sense of ownership can increase their willingness to contribute beyond their formal roles” (HT2).

strategies aim to strengthen institutional involvement.

Table 3: Strategies for Improving Organisational Citizenship Behaviour in Greater Bushenyi

Strategies to Improve OCB	Altruism	“We need to build a culture where teachers support each other willingly, not because they are forced, so that helping behaviour becomes part of everyday practice in schools.”	HT1
		“Encouraging mentorship between experienced and new teachers can improve collaboration and make helping others a natural part of teaching practice.”	HT7
	Conscientiousness	“School administrators must enforce accountability systems where lesson preparation, marking, and attendance are regularly monitored to ensure teachers meet professional standards consistently.”	HT6
		“Recognizing and rewarding teachers who go beyond their duties can motivate others to improve their level of commitment and responsibility in their work.”	HT2
	Courtesy	“There is need to promote respect and professionalism through staff development programs so that teachers learn to value each other and work harmoniously.”	HT8
		“Improving communication systems and encouraging openness among staff can reduce conflicts and improve how teachers relate with one another in schools.”	HT4
	Sportsmanship	“Teachers should be trained to handle challenges positively and focus on solutions rather than complaining, which will improve the working environment in schools.”	HT5
		“Leadership should model positive behaviour so that teachers learn to adapt to changes without unnecessary resistance or negativity.”	HT6
	Civic Virtue	“Schools should create incentives for teachers to participate in meetings, co-curricular activities, and decision-making processes to improve their engagement.”	HT3
		“Involving teachers in school governance and giving them a sense of ownership can increase their willingness to contribute beyond their formal roles.”	HT2

The findings indicate that improving organisational citizenship behaviour requires deliberate efforts to strengthen teamwork, accountability, professional relationships, and teacher engagement. These strategies reflect a shift toward creating enabling environments that encourage voluntary participation and positive professional behaviour. The emphasis on collaboration,

leadership, and motivation highlights the multifaceted nature of OCB improvement.

The key benefit of these findings is the identification of practical, context-specific strategies that can be implemented within schools. Promoting teamwork enhances altruism and courtesy, while accountability

mechanisms improve conscientiousness. Similarly, fostering positive attitudes and leadership modelling strengthens sportsmanship, and involving teachers in decision-making processes enhances civic virtue. These strategies collectively contribute to building a supportive and collaborative school culture.

These findings are consistent with global literature emphasising the role of supportive leadership and participatory practices in enhancing OCB (Nabiyeva, 2022). They also align with regional studies highlighting the importance of mentorship, communication, and institutional support (Alshaabani et al., 2021). Within the African context, the findings reinforce evidence that leadership and motivation are critical in shaping teacher behaviour (Gwokyalya, 2008).

The qualitative approach enabled participants to propose strategies grounded in their lived experiences, enhancing the practical relevance of the findings. However, the absence of teachers' perspectives may limit the applicability of some strategies, as they are based primarily on managerial viewpoints.

An important unexpected insight is that many proposed strategies are not new but remain under-implemented within schools. This suggests that the challenge lies not in identifying solutions but in effectively implementing them within existing institutional frameworks.

The study is limited by its focus on a specific context and participant group. However, the strategies identified provide a valuable foundation for policy and practice, particularly in similar educational settings where OCB remains a challenge.

5. Conclusion and Recommendations

5.1 Conclusion

The study establishes that head teachers perceive organisational citizenship behaviour among teachers as generally weak, fragmented, and inconsistently demonstrated across key dimensions. These perceptions reflect a shift from intrinsic professional engagement to compliance-driven practices, in which teachers prioritise formal responsibilities over discretionary contributions. This pattern suggests that organisational citizenship behaviour is not sufficiently internalised as a professional norm, thereby limiting its role in fostering collaborative school environments and institutional effectiveness.

The findings demonstrate that organisational citizenship behaviour is minimally manifested in practice, with observable behaviours reflecting low collaboration, weak accountability, and limited engagement in school activities.

The persistence of absenteeism, poor lesson preparation, and resistance to organisational processes indicates that extra-role behaviours are not embedded within everyday school functioning. This suggests that organisational citizenship behaviour remains sporadic and situational rather than institutionalised, ultimately constraining its contribution to improved teaching and learning outcomes. The study concludes that strengthening organisational citizenship behaviour requires a systemic and context-responsive approach that integrates leadership, accountability, and professional engagement. Strategies centred on promoting collaborative cultures, enhancing teacher participation, strengthening accountability mechanisms, and modelling positive leadership are critical for fostering sustained extra-role behaviour. These interventions highlight that improving organisational citizenship behaviour is not solely dependent on individual motivation but requires supportive institutional conditions that reinforce professional commitment and collective responsibility.

5.2 Recommendations

The findings of this study highlight the need for coordinated and context-responsive interventions to strengthen organisational citizenship behaviour among teachers in government-aided secondary schools.

1. **Policy-Level Integration of Organisational Citizenship Behaviour:** Education authorities should move beyond compliance-driven accountability frameworks and explicitly integrate organisational citizenship behaviour (OCB) into teacher development and supervision policies. This should involve institutionalising continuous, practice-oriented professional development programmes that emphasise collaboration, professional ethics, and teacher engagement in school processes. In addition, clear policy guidelines are needed to recognise and reinforce extra-role behaviours such as participation in co-curricular activities and collegial support, thereby shifting teacher practice from minimum compliance to active institutional contribution.
2. **Strengthening School Leadership and Practices:** At the school level, leadership approaches should prioritise the creation of supportive and participatory environments that encourage voluntary teacher engagement. Head teachers should adopt collaborative leadership styles that promote teamwork, peer mentoring, and shared decision-making, as these are critical for strengthening altruism, courtesy, and civic virtue. Schools should also establish internal accountability mechanisms that reinforce professional responsibility while recognising and

rewarding teachers who demonstrate commitment beyond formal duties.

3. Enhancing Institutional Support Systems: From a theoretical and systemic perspective, educational stakeholders should strengthen the reciprocal relationship between teachers and institutions, as emphasised in Social Exchange Theory. Efforts to promote OCB should be matched with tangible institutional support, including fair workload distribution, adequate resources, and structured recognition systems. Strengthening this reciprocity is essential for sustaining discretionary behaviours and reducing reliance on compliance-driven practices.
4. Future Research Directions: Future research should adopt longitudinal and mixed-method approaches to examine how organisational citizenship behaviour evolves over time and how institutional interventions influence its sustainability. Comparative studies across different regions and school types are also recommended to enhance understanding of contextual dynamics and inform more responsive and scalable strategies for strengthening OCB in education systems.

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