

**PERCEIVED ORGANIZATIONAL SUPPORT ON TEACHERS'  
CITIZENSHIP BEHAVIOURS IN PUBLIC SECONDARY SCHOOLS IN  
DAR ES SALAAM CITY COUNCIL**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE  
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**2022**

**CERTIFICATION**

The undersigned certifies that she has read the dissertation and hereby recommends for the acceptance by the Open University of Tanzania, the dissertation entitled: *“Perceived Organizational Support on Teachers’ Citizenship Behaviours in Public Secondary Schools in Dar es Salaam City Council”* in partial fulfillment of the requirements for the Award of Degree of Master of Education in Administration, Planning and Policy Studies (MED-APPS) of the Open University of Tanzania.

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Date

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**DECLARATION**

I, **Godlove Edson Ndingala**, declare that, the work presented in this dissertation is original. It has never been presented to any other university or institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirement for the Degree of Master of Education in Administration, Planning and Policy Studies (MED APPS).

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Signature

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Date

**DEDICATION**

This work is dedicated to Almighty God, the controller and the focus for completion of it. The work is further dedicated to my wife, Foida Tumfughamile Konga and our children; Gladness, Tuluvwene, Daniel and Fadhili for their care with tolerance in the preparation of an appropriate work as husband, father and student.

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## ABSTRACT

This study investigated the effect of perceived organizational support on teachers' citizenship behaviours in public secondary schools in Tanzania. This end was accomplished by three objectives namely: to examine managerial processes in handling of teachers' needs and rights in public secondary schools; to analyse the effect of managerial processes on teachers' citizenship behaviours in public secondary schools; and to examine the effect of perceived organizational support on teachers' citizenship behaviours in public secondary schools. This study is grounded from organizational support and social exchange theories. It applied cross-sectional design with the sample of 119 respondents. The findings revealed managerial processes in handling of teachers' needs and rights based on a role played by appropriate authorities of the government such as Teachers' Service Commission (TSC). The findings also revealed the effect of managerial processes on teachers' citizenship behaviours. Moreover, the findings revealed a significant positive effect of perceived organizational support on teachers' citizenship behaviours in public secondary schools in Tanzania. The study recommends that the government via its appropriate authorities should review and rectify the existing situation on handling of teachers' needs and rights. Intended rectification of the situation will improve the effect of perceived organizational support on teachers' citizenship behaviours in Tanzania.

**Keywords:** Perceived Organizational Support and Organizational Citizenship Behaviours

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

GES	Ghana Education Service
HRM	Human Resource Management
HROs	Human Resource Officers
LXM	Leader Behaviours and Leader-Member Exchange
MoEST	Ministry of Education, Science and Technology
NECTA	National Examinations Council of Tanzania
OCBs	Organizational Citizenship Behaviours
OST	Organizational Support Theory
PORALG	President's Office Regional Administration and Local Government
POS	Perceived Organizational Support
SEOs	Secondary Education Officers
SQA	School Quality Assurance
SQAOs	School Quality Assurance Officers
SPOS	Survey of Perceived Organizational Support
SPSS	Statistical Package for Social Sciences
SET	Social Exchange Theory
TCBs	Teachers' Citizenship Behaviours
TSC	Teachers' Service Commission
TSCOs	Teachers' Service Commission Officers
TSD	Teachers' Service Department
URT	United Republic of Tanzania
UTS	Unified Teaching Service
WEOs	Ward Education Officer

## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND TO THE STUDY**

#### **1.1 Introduction**

The study on perceived organizational support is needful and important to extend knowledge, by linking it to other concepts such as organizational citizenship behaviours towards efficiency and effectiveness in organizations. Perceived organizational support refers to employees' perception concerning the standard in which the organization values their contribution and make consideration in caring about their well-being (Eisenberger, Huntington, Hutchinson & Sowa, 1986). By reflecting on organizational citizenship behaviours entails to the situation, which benefits the organization and/or intends to benefit the organization, that is voluntary and which goes beyond existing role expectations (Organ, 1997).

This chapter introduces the study and provides the background information of it. With regard to this study, the researcher intends to investigate the effect of perceived organizational support on teachers' citizenship behaviours in public secondary schools. Three motives which involve managerial processes, managerial effect and the effect of perceived organizational support will be examined by reflecting to the teachers' citizenship behaviours in public secondary schools. The chapter consists of several important parts for clarification of the study. The segments involved are background of the study, statement of the problem, research objectives, research questions and specific objectives. Not only the mentioned segments but also significance of the study, scope of the study, and limitations of the study are highly

considered in this chapter. Furthermore, definition of key terms and organization of the research report have been considered.

## **1.2 Background of the Problem**

The appropriate link between employers and employees in the organizations, embraces the core basement to reflect the organizational effectiveness and efficiency (Ngirwa, 2016). Indeed, the perceived organizational support (POS) humbly embraces the organizational citizenship behaviours (OCBs), the situation, which facilitates easily achievement of pre-determined goals and objectives in effective and efficient organizations (see Eisenberger et al., 1986).

Therefore, efficiency and effectiveness are globally inevitably considered and emphasized in all work organizations including educational organizations such as schools, colleges and universities. Indiscipline cases of teachers have been reported from different public secondary schools in Tanzania including schools located in Dar es salaam City Council (Awiti, 2013). Teachers' turnover, financial mismanagement, negligence of duty and absenteeism are among the common professional misconduct acts that involve teachers in public secondary schools. These acts hinder teachers' citizenship behaviours (Awiti, 2013; Mabagala, 2016).

In dealing with teachers' malpractices, leadership is inevitable. It is the core in achieving intended organizational goals and strategic objectives. Leadership refers to the process of influencing others in such a way that they can willingly accomplish the organizational tasks (Mullins, 2005; Yulk, 2013). Therefore, organizational performance and employees' performance are functions of leadership behaviours.

Hence, in various ways leaders' behaviours influence employees' performance in work organizations including educational institutions such as public schools.

Reflecting to the teachers' needs fulfillment, Ngirwa (2016) analyzed the employees' needs to motivation for employees in educational organizations which differentiate between teachers' needs and engineers' needs. Therefore, rewarding extra efforts, reduction of workload, availability of adequate audio-visual aids and improvement of infrastructures such as classrooms are among the elements of teachers' fulfillment (Ndabise, 2008). Awiti (2013) addressed the management strategies towards teachers turn over in public secondary schools located in Dar es salaam City Council.

Awiti (2013) posited that handling of teachers' needs fulfillment can manage to control the professional misconduct acts of teachers in schools such as teachers turn over. Therefore, investigation of teachers' citizenship behaviours in public secondary schools is important. As the title of this study suggests, the study tried to investigate the effect of perceived organizational support on the teachers' citizenship behaviours in public secondary schools.

It has been revealed that there were some few perceived organizational support studies until the mid-1990, research on this topic has been flourishing in the last few years (Rhoades & Eisenberger, 2002). For instance; about 70 perceived organizational support studies were carried out through 1999 and indeed the number now relatively is more than 700 perceived organizational support studies. In Tanzania, Ngirwa (2018) explored the teachers' perception on organizational support in Tanzanian secondary schools. The author revealed low perceived organizational support and dissatisfaction

of teachers in Tanzanian secondary schools. Indeed, the author calls for managerial attention especially on energizing POS through intended ethical leadership and effective HRM processes.

Organizational citizenship behaviours such as teachers' citizenship behaviours can be explained as among the effects of perceived organizational support. This is because favourable work environment facilitated by leadership behaviours and existence of teachers' needs fulfillment would enhance and promote employees' citizenship behaviours. Organizational citizenship behaviour entails to the situation, which benefits the organization which is discretionary and that goes beyond existing role expectations (Organ, 1997). For instance, Songela (2015) explored the emergency and promotion of Tanzanian secondary school teachers' moral and ethical values by TSD that enhancing employees' citizenship behaviours.

Furthermore, it has been explained to conceptualize organizational citizenship behaviours by linking to the dimensions, which reflect it (Podsakoff et al., 2000). For instance; Organ developed a five-factor model that involves altruism, courtesy, conscientiousness, sportsmanship and civic virtue (Organ, Podsakoff & MacKenzie, 2005). Indeed, Podsakoff et al. (2000) involved seven common dimensions of organizational citizenship behaviours namely helping behaviour, sportsmanship, organizational loyalty, organizational compliance, individual initiative, civic virtue and self-development. Organizational citizenship behaviour is widely embraced by favourable work environment that is mainly controlled by the employer (government) via its authorities and representatives.

Basing on this study, Teachers' Service Commission (TSC) and President's Office Regional Administration and Local Government (PORALG) and Ministry of Education, Science and Technology (MoEST) are the authorities of the government. The roles played by these authorities would uplift the levels of perceived organizational support in education institutions such as public secondary schools to effect teachers' citizenship behaviours.

### **1.2.1 Teachers' Service Commission (TSC)**

In educational context, Teachers' Service Commission is the government agent towards teachers' services purposely to control teachers' services and enhancing with encouraging work environment for teachers in public schools. TSC is working cooperatively with MoEST and PORALG as well as the United Republic of Tanzania (URT) at large as the appropriate act guides (TSC ACT, 2015).

Teachers' Service Commission based on its responsibilities, has been experiencing a number of transformations since after independence of our country (Tanganyika by then) to the present, aiming at improving teachers' service. Firstly, in 1962 the government organized teachers' services in both public and private sectors under Unified Teaching Service (UTS). In 1989 the government transformed UTS into Teachers' Service Commission (TSC) purposely to overcome the challenges, which were hindering effectiveness of UTS. Indeed, the evolutionary change proceeded where by the Teachers' Service Department (TSD) was emerged in 2007 from TCS. Finally, the re-establishment of Teachers' Service Commission (TSC) from TSD was inevitable in 2015 for further improvement of teachers' services by our government (TSC ACT, 2015).

Teachers' Service Commission on behalf of the government is assistive to the teachers in terms of maintaining and administering the teachers' service. Furthermore, it deals with advising the MoEST on administration and maintenance of the teachers' service. Indeed, Teachers' Service Commission involves appointment, promotion and discipline management of teachers. It is responsible too for description about code of ethics and conduct of teachers' service for smooth and intended working of teachers. Moreover, this government agent involves maintaining communication with district offices on appropriate matters relating to the development of teachers' service (TSC ACT, 2015).

All these initiatives and re-initiative which have been done by the URT towards teachers' services via UTS, TSC (part 1), TSD and TSC (part 2) trying to reveal the way perceived organizational support is prevailing in education sector. Such situation embraces conditions, which alert awareness to the public about an extent to which the employees' work environment encourages employees' citizenship behaviours for efficient and effective education sector. However, there are challenges, which face the promotion of employees' citizenship behaviours to teachers by the government, mostly caused by political and socio-economic issues.

### **1.2.2 Teachers' Output in Schools**

Teachers' citizenship behaviour is among the consequences of supported teachers at work place such as schools. Other consequences are organizational commitment and improvement in performance (Ghan, 2006; Lam & Zhang, 2003). However, the absence of support to teachers by the appropriate authorities at work place implies contrary to the stated situation where by withdrawal behaviour, job related affect and

strain become the outcomes (Rhoades & Eisenberger, 2002). In Tanzania, teachers play their role of teaching per curriculum but a prevailing claim about teachers is that teachers are working under poor environment. The mentioned assumption is associated with poor infrastructures, overcrowding classes, inadequate teaching and learning facilities and excessive workload. Initiatives have been implemented trying to improve quality of education gearing on improving working environment (Ndabise, 2008).

### **1.3 Statement of the Problem**

The prevalence of perceived organizational support has an effect on employees' citizenship behaviours for efficient and effective organization. Development of organizational citizenship behaviours to the employees enhances organizational outputs. Perceived organizational support studies highlight that employer develop global beliefs about the extent to which their employing organization can both value their contribution and workers' needs fulfillment (Eisenberger, Hunton, Hutchison & Sowa, 1986). This means that there is a direct link between how an employer or organization values and cares about the employees' well-being and the organizational outputs.

Currently, the Teachers Service Commission (TSC) on behalf of the government is the supportive authority towards teachers' service for flourishing of education sector in Tanzania. TSC is cooperatively working with two other authorities namely MoEST and PORALG. This joint venture intends to facilitate valuing and caring about the teachers' well-being and education outputs. Valuing and caring of teachers involve a number of terms such as salaries and remunerations, career development

opportunities, organizational rewards, job conditions and leader member exchange. However, indiscipline cases of teachers have been reported from different public secondary schools of our country. Emergency of teachers' turnover, financial mismanagement, negligence of duty and absenteeism are among the common professional misconduct acts that involve teachers in public secondary schools (Awiti, 2013; Mabagala, 2016). Therefore, these professional misconduct acts have alarmed to investigate the existing effect of perceived organizational support on teachers' citizenship behaviours in public secondary schools in Dar es salaam City Council.

#### **1.4 Research Objectives**

##### **1.4.1 General Objective**

The main objective of this study is an investigation of the effect of perceived organizational support on teachers' citizenship behaviours in public secondary schools in Tanzania.

##### **1.4.2 Specific Objectives**

- (i) To examine the managerial processes in handling of teachers' needs and rights in public secondary schools in Dar es salaam City Council.
- (ii) To analyze the managerial processes on teachers' citizenship behaviour in public secondary schools in Dar es salaam City Council.
- (iii) To examine the effect of perceived organizational support on teachers' citizenship behaviours in public secondary schools in Dar es salaam City Council.

## **1.5 Research Questions**

- (i) How do the managerial processes help in handling of teachers' needs and rights in public secondary schools?
- (ii) How do the managerial processes affect teachers' citizenship behaviours in public secondary schools?
- (iii) How does perceived organizational support affect teachers' citizenship behaviour in public secondary schools?

## **1.6 Significance of the Study**

The intention of this study is to make contribution to the existing knowledge and literature on the existing effect of perceived organizational support on employees' citizenship behaviours in organizations such as public secondary schools. Also, the findings from this study are expected to aid practitioners and policy makers of the public secondary schools as they struggle to improve working conditions and environment favourable for flourishing of teachers' citizenship behaviours in public secondary schools.

Indeed, the findings from the study are helpful to the government of Tanzania to recognize the appropriate challenges, which face perceived organizational support on teachers' citizenship behaviours in public secondary schools hence finding solutions against them. Furthermore, the study is assistive to the teachers in public secondary schools on understanding at what extent they are valued by government for their contributions and caring of it for their well-being.

### **1.7 Scope of the Study**

This study intended to examine the influence of perceived organizational support on teachers' citizenship behaviours in public secondary schools located in Dar es salaam City Council. The targeted population of the study involved 2,205 teachers of 60 public secondary schools. However, this study comprised a sample size of 90 teachers, 10 Heads of public secondary schools, 10 Ward Education Officers and 2 Secondary Education Officers. Furthermore, the sample composed of 3 Teachers' Service Commission offers, 2 Education Inspectors and 2 Human Resource Officers. The study linked perceived organizational support to teachers' citizenship behaviours in public secondary schools, referring to role of Teachers' Service Commission which is majorly dealing with teachers' issues in public schools (TCS, 2015). Also, the level of schools to be involved the researcher intended to deal with secondary schools.

### **1.8 Limitations of the Study**

The limitations that were linked to this study included some financial difficulties and lack of sufficient cooperation from some of the respondents. With financial difficulties, refer to the changes especially rising of prices, which may occur in costs of factors for production involving educational resources. This obstacle was solved or minimized by making a high consideration on punctuality in executing all duties involving the study basing on the proposed schedule of the study. This is because improper link between execution of duties and schedule of the study would bring changes and difficulties in the study itself.

Insufficient cooperation from some of the respondents was caused by some respondents who did not like to disclose easily some of their vital information. Also, a

misconception emerged to some respondents towards the researcher that perhaps the respective researcher is among the school inspectors hence prolonged intended period of data collection caused by some respondents. This obstacle was minimized by making effective communication with respondents during the study. Legal introduction of the researcher to all respondents was inevitable to ensure that trust was prevailing among them for successful appropriate collection of primary data.

Therefore, extra care was important to the researcher in recognition of any inhibiting factor against the study. These limitations were minimized early by the researcher involving the study supervisor purposely to ensure and maintaining the quality with authenticity (originality) of required information for study.

## **1.9 Definition of Key Terms**

### **1.9.1 Organizational Citizenship Behaviours (OCBs)**

Organizational citizenship behavior is a term that's used to describe all the positive and constructive employees' actions and behaviours that aren't part of their formal job description, which support co-workers and benefit the company or organization. For example; volunteering and putting in extra effort will contribute to every organization's success.

### **1.9.2 Perceived Organizational Support (POS)**

Perceived organizational behavior is the employees' perception concerning the extent to which the organization values their contributions and cares about their well-being by fulfilling their socio-emotional needs.

### **1.10 Organization of the Research Report**

The study comprised five chapters, which are chapter one up to chapter five. The first chapter focused on the introduction and background of the problem, statement of the problem, research objectives and research questions. Other segments are significance of the study, scope of the study, limitations of the study, definition of key terms and organization of research report. Chapter two dealt with literature review that entails conceptualization of the study, theoretical and empirical review hence reflecting the existing research gap. Indeed, it established the conceptual model that provides an overview of the main concepts discussed in the prevailing study. Chapter three focused on methodological issues that included research approach and research design. The chapter included sampling procedure, research instrument, data collection procedures and data analysis. Chapter four dealt with presentation, analysis and discussion of the findings of the study. Finally, chapter five entailed summary, conclusions and recommendations of the study about perceived organizational support on teachers' citizenship behaviours in public secondary schools reflecting Tanzania context.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents literature review on perceived organizational support on teachers' citizenship behaviour in public secondary schools. The chapter entails important aspects that include theoretical and empirical literature reviews. Indeed, conceptualization of key words used in this study has been considered purposely to establish the prevailing research gap in relation to the research title. Furthermore, the basis of the theoretical and empirical reviews dominates within the limits of the existing knowledge of the concept about perceived organizational support on teachers' citizenship behaviour in public secondary schools.

Perceived organizational support involves employers or organizations to value employee dedication and faithfulness that enhances an employee belief that the organization or employer cares for and values his or her contribution to the advancement of the organization. Employees develop perceived organizational support in appreciation to socio-emotional needs and the way the organization is ready to reward increased efforts made on its behalf (Eisenberger et al., 1986; Rhoades and Eisenberger 2002).

Meanwhile, the literature of organizational citizenship behaviour is needful too to be explored due to the influence of perceived organizational support on employees' citizenship behaviours. Organizational citizenship behaviour is among the main consequences of Perceived organizational support. Organizational citizenship behaviours entail special type of work behaviours that defined as individual

behaviours, which are viewed to be beneficial to the organization and are non-compulsory, directly or clearly recognized by formal reward system (Organ, 1995). Therefore, this study has linked the two concepts, which have already introduced above.

## **2.2 Theoretical Literature Review**

The literature of perceived organizational support is the function of organizational support theory (OST) as organizational support theory gears on nature, development and outcomes of perceived organizational support (Aselage & Eisenberger 2003; Rhoades & Eisenberger 2002). Organizational support theory involves an application of social-exchange theory about employer-employee relationship which grounded on norm of reciprocity. Indeed, workers trade effort and commitment to their organization for such tangible incentives as payment and fringe benefits and such socio-emotional benefits including approval, esteem and caring of them (Eisenberger et al, 1986).

Meanwhile, organizational citizenship behaviours entail special type of work behaviours that defined as individual behaviours which are viewed to be beneficial to the organization and are non-compulsory, directly or clearly recognized by formal reward system (Organ, 1995). The growth and flourishing of it is highly depending on the existing level of the perceived organizational support in the work organization.

### **2.2.1 The Concept of Organizational Support**

The concept of organizational support is grounded on organizational support theory (OST) that employees form a generalized perception about the extent to which the

organization values their contributions and cares about their well-being. Employees who's their service become valued and cared by their employer, they will be committed to their organization.

This means that this is the existing situation that fulfills socio-emotional needs, resulting in greater identification and commitment to the organization, an increased desire to help the organization succeed, and greater psychological well-being (Aselage & Eisenberger, 2009; Baran, Shanock, & Miller, 2012; Eisenberger & Stinglhamber, 2011; Wayne et al., 2009). Basing on this study, organizational support entails teachers' perception that their employer (government) values their work contributions (teaching profession) and cares about the teachers' well-being. Such situation shown to have effects for both teachers who are the employees and the government, which is the employer.

### **2.2.2 The Concept of Citizenship Behaviours**

Citizenship behaviours entail all positive and constructive actions with attitudes that an employee voluntarily involves in them to promote the effectiveness and efficiency of the organization but are not obvious rewarded by the organization (Organ, 1988). This means that citizenship behaviour is not defined by any formal organization regulation and indeed it is not related to any kind of a systematic reward. Workers or employees engage in citizenship behaviour only because they want to do so, it is not a question of responsibility or commitment.

Citizenship behaviour has its origins from the Chester Bernard's concept that "willingness to cooperate" and Daniel Katz's distinction existing between dependable

role performance and “innovative and spontaneous behaviours”. There after the combination of the two stated concepts implies citizenship behaviour of employees.

By reflecting to the prevailing study, citizenship behaviour entails teachers’ voluntary commitment within their schools that is not part of their contractual tasks. With this feature of employees, teachers become willing and happy to perform beyond formal job requirements to help their schools to cope with changes and unpredictable circumstances. Such situation enhances social connections that influence job performance of teachers.

### **2.2.3 Theory of Perceived Organizational Support (POS)**

Perceived organizational support entails employers or organizations to value employee dedication and faithfulness that enhances an employee belief that the organization or employer cares for and values employee’s contribution to the advancement of the organization (Rhoades & Eisenberger 2002). Employees always develop perceived organizational support in appreciation to socio-emotional needs and the direction the organization is ready to reward increased efforts made on its behalf (Eisenberger et al., 1986; Rhoades & Eisenberger 2002).

#### **2.2.3.1 Organizational Support Theory (OST)**

The literature of perceived organizational support is grounded on organizational support theory as it involves consideration about nature, development and outcomes of perceived organizational support (Aselage and Eisenberger 2003; Rhoades and Eisenberger 2002). By gearing on the respective theory, employees develop perceived organizational support in appreciation to socio-emotional needs and the way the

organization is ready to reward increased efforts made on its behalf (Eisenberger et al., 1986; Rhoades and Eisenberger 2002).

Organizational support theory involves an application of social-exchange theory about employer-employee relationship (LXM) that grounded on norm of reciprocity. Indeed, workers trade effort and commitment to their organization for such tangible incentives as payment and fringe benefits and such socio-emotional benefits including approval, esteem and caring of them (Eisenberger et al., 1986).

Basing on the prevailing study about perceived organizational support on teachers' citizenship behaviours in public secondary schools in Dar es Salaam City Council, the theory implies that the TSC on behalf of the government is responsible to value the contribution of teachers and care the well-being of them in education sector. Indeed, TCS cooperatively with MoEST and PORALG have to ensure conducive work environment for teachers in education sector. Furthermore, the supported teachers possess a number of outputs in schools including citizenship behaviours. This implies that the extent to which perceived organizational support exists in schools for teachers guides the level of teachers' citizenship behaviours at the work place.

Therefore, the intended study has been examined the extent to which perceived organizational support prevails on teachers' citizenship behaviour in public secondary schools in Dar es salaam City Council. This means that the way TSC cooperatively with MoEST and PORALG value the contributions of teachers and caring their well-being have already known.

### **2.2.3.2 Social Exchange Theory (SET)**

Social exchange theory as presented by Blau (1968) geared on “an individual who supplies rewarding services to another obligates him, to discharge this obligation; the second must furnish benefits to the first in turn”. Eker (1974) also geared on another view that human relations are determined by the “cost and benefits analysis”. The stated notions above imply that when an individual provides something to other party the provider expects something in return from the recipient, on the other hand recipient will also feel a duty or commitment to return something valuable in return for which he/she is indebted (Blau, 1968).

With regards to this theory, organization members (employees) tend to reciprocate beneficial treatment they receive from their organization with positive work-related behaviours including high helpfulness towards those who treated them well. Alternatively, employees used to reciprocate unacceptable treatment they receive with negative work-related behaviours including low helpfulness towards individuals who intended to treat them poorly (David et al, 2009).

This means that employees feel quite secured in working environments that are involved by openness, fairness and support from their supervisors and an entity as a whole. Supportive environment enhances and promotes creativity to employees to pursue new things for advancement of their organization own their own and even when they fail without fear of the outcomes (Kahn, 1992). Such situation results to employees’ citizenship behaviours like trust and commitment towards achievement of organizational goals and objectives. By basing on the existing study, the social exchange theory reveals the effect of perceived organizational support towards

teachers' citizenship behaviours in public secondary schools in Dar es salaam City Council and the whole country at large.

### **2.3 Empirical Literature Review on POS and OCB**

This section presents empirical literature involving the perceived organizational support on organizational citizenship behaviours in education sector. It covers experience from outside Africa and African countries including Tanzania. Furthermore, the literature has been highlighting organizational citizenship behaviours as among the outcomes of perceived organizational support.

#### **2.3.1 Human Resource Managerial Processes in Education Sector**

Existing employees are seen to be the assets in most of the work organizations. It is therefore the duty of human resource management (HRM) department, to ensure that its efforts to understand and analyze the aspects, which affect the employees' performance are needful for effective and efficient organization (Cunningham, 2016; Leonard-Barton & Deschamps, 1988).

Human resource managerial processes in education sector enable the researcher to experience a theoretical and practical knowledge about the processes on HRM. The researcher becomes aware on how acquiring employees or workers is, establishment of good relationships among them, training and developing them, retaining and compensating them for their services purposely for the effective and efficient education sector (Ngirwa, 2016). There is a number of human resource managerial processes existing in education sector for the effectiveness and efficiency of education.

By the studies carried out in Tanzania, Ngirwa (2016) worked on “Bullying the Teaching Profession and Education Decline: Who cares?”. Such study explores the ongoing diverse changes involving psycho-social status of the teaching profession and its impact on the declination of education in Tanzania. The findings reveal that the prevailing public unromantic languages and unpleasant human resource management processes including force, delays in fulfilling the rights and needs of teachers, job pressures and coercion collectively bully the teaching profession.

Unfavourable working environment, undesirable human resource management processes and poor salaries with remuneration collectively interrupt teaching profession hence stress to Tanzanian secondary schools’ teachers (Ngirwa, 2016). The researcher revealed that teachers hold negative perceptions and inferiority reflecting their profession and job endeavors involving teaching hence poor education. Generally, the Tanzanian society communicates negative perception on the prevailing teaching profession.

The findings directed the educational practitioners, policy makers and stakeholders to design a model that would rectify the psychological-social status of teaching profession in Tanzania. According to findings of this study, bullying the teaching profession influences negatively the teaching profession advancement and education development at large in our country hence inhibits the teachers’ citizenship behaviours in public secondary schools (Ngirwa, 2016).

Furthermore, in Tanzania, Mukama (2013) researched on “The Impact of Human Resource Management Practices on Organizational Employees’ Performance in

Public Service Sectors in Tanzania: A Case of Magu District”. The exploration on Magu district revealed a picture of real situation in the whole country that innovative human resource management processes are the managerial efforts to enhance employee performance in public sector organizations including public secondary schools.

Also, from Tanzania, Ngirwa (2005) advocating a single best way performance management to the avoidance of intended important variables including degree of centralization and unionization. The unpleasant practice of many organizations is that performance management like the employee performance management appraisal system can be just borrowed from one organization and applied in another as suggested by many advocates. Such situation interrupts the needed performance management.

By basing on the researchers in Nigeria, Omebe (2014) researched on “Human Research Management in Education: Issues and Challenges”. The researcher analyzed the three major issues which are essentially concerned with human resource management in education namely assessing the need of staff, satisfying the need for staff with maintaining and improving the staff services. Furthermore, the researcher highlighted the functions of human resource management in education, which are staff maintenance, staff relations, staff development, procurement of staff and job performance reward. The researcher recommended that standard of education in Nigeria should be updated hence to meet the social changes prevailing in Nigeria society.

The studies carried out in Kenya, Christine (2013) highlighted the relationship between human resource management practices and quality service delivery in Kenya Public Secondary Schools gearing on Taita Taveta County. The researcher explored on how recruitment and selection process, how teacher training and development processes and how compensation management practices of teachers link to quality service delivery among public schools.

Furthermore, Christine 2013) established the extent to which the existing teacher performance management systems influence quality service delivery among public secondary schools. Also, the investigation on how employee safety and health procedures influence quality service delivery in public secondary schools was carried out too by the researcher. The researcher concluded by basing on various existing issues such that recruitment and selection practices for teachers in Kenya were found to be transparent. The shortcomings are within interview sessions, which were not professionally managed and compensation management in the county and country as a whole indicated dissatisfaction.

### **2.3.2 Human Resource Managerial Processes and Employee Citizenship**

#### **Behaviours**

Human resources management processes are basically initiative to organizational citizenship behaviours. HRM contributes to our understanding on mediating and moderating processes on developmental human resources practices which link to organizational citizenship behaviours (Kuvaas, 2008). There is a notion on this concept that the effect of satisfaction with developmental human resources practices

on organizational citizenship behaviours usually mediated by perceived organizational support and is moderated by job span.

More recently, attention has involved the effects of system of HRM processes on individual employee attitudes and behaviours including employee citizenship behaviour (Allen et al., 2003; Kuvaas, 2008; Wright et al., 2003; Zacharatos et al., 2005). Allen et al., (2003) implies that the positive relationship between ‘supportive human resource practices and job satisfaction, organizational commitment and employee turnover is mediated by perceived organizational support. Meanwhile Zacharatos et al. (2005) analyze that a ‘high performance work system’ is linked to trust in management and safety climate that mediate relationships with personal safety orientation and safety occurrence.

In Tanzania, Songela (2015) studied on “The effectiveness of Teachers’ Service Department in Promoting Secondary School Teachers’ moral and ethical values in Tanzania: A case of Rufiji District council”. The researcher revealed that promoting secondary school teachers’ moral and ethical values in Tanzania such as Rufiji District Council depends on the co-working of TSD (now; TSC), Heads of Schools, Human Resource Officers (HROs), Students, Stakeholders such as the National Examinations Council of Tanzania (NECTA) and government of Tanzania at large.

Reflecting to the prevailing study this implies that human resource management processes (HROs) cooperatively with other authorities, plays a vital role on employee citizenship behaviour. This is due to the fact that promotion of moral and ethical values to teachers in educational institutions including public secondary schools rely

on effectiveness of TCS cooperatively with MoEST and PORALG as the explored study reflects.

Also, from Tanzania Mkumbo (2012) revealed the status of teachers' commitment as among the indicators of employees' citizenship. In the journal of International Education Studies Vol. 5 No. 3 published on May 22 2012, the researcher wrote a research report on Teacher's commitment to, and experience of, the Teaching Profession in Tanzania. The report highlighted that teachers' commitment to the teaching profession is of low level caused by contributing factors including poor working condition, low status granted to teachers by the government and the community.

The researcher concluded that the government and other stake holders should take actions towards the issue of poor working condition for teachers, poor salaries and promotion procedures hence to raise the levels of motivation and commitment in schools. Therefore, such needed adjustment of teaching environment can enhance and improve employees' citizenship behaviours to teachers.

Nasurdin et al. (2008) in Malaysia observed that encouraging greater organizational commitment by relevant authorities like educational institutions is needful towards fully support to their employees. This is quite possible through more extensive human resource management processes. The research in Malaysia suggests that effective performance management activities can motivate employees to become better performers hence higher commitment.

Simultaneously, adequate training to employees is advisable since knowledge and skill acquisition for judgment towards organizational support resulting in greater commitment. Actions like allowing employees to voice their views and participation in execution of intended duties induce employees towards higher commitment that effected to enhancement and promotion of employees' citizenship behaviours.

In United States of America, Huselid (1995) highlighted that human resource management processes imply one direction that can be applied by organizations in shaping their employees' attitudes and behaviours. This is because the human resource management practices create conditions in which organizational members (employees) become highly associated and committed to the entity and work hard for efficient and effective attainment of organizational goals and objectives. Such working environment enhances and promotes employees' citizenship behaviours to individuals like teachers in secondary schools.

Furthermore, in USA Huselid (1993) revealed the impact of human resource management policies and practices on organizational performance. Human resource management policies, if they are properly introduced and implemented effect a direct and economically significant contribution to organizational performance.

The researcher highlighted employee recruitment and selection procedures, incentive compensation with performance management systems and extensive employee involvement and training to improve knowledge, skills, and abilities to employees. These human resource management practices increase motivation to employees, enhances retention of quality employees and encouraging non-performers to leave the

organization. With regards to the present study, such work environment enhances and promotes the employees' citizenship behaviours in education institutions such as public secondary schools.

### **2.3.3 Perceived Organizational Support and Employee Citizenship Behaviours**

The literature of perceived organizational support is grounded on organizational support theory (OST) as this theory clarifies consideration about nature, development and outcomes of perceived organizational support (Aselage & Eisenberger 2003; Rhoades & Eisenberger, 2002). By gearing on the respective theory, employees develop perceived organizational support in appreciation based on socio-emotional needs and the way the organization is ready to reward increased efforts made on its behalf (Eisenberger et al., 1986; Rhoades & Eisenberger, 2002).

Existing employees are seen to be the assets in most of the work organizations. It is therefore the duty of HRM department, to ensure that its efforts to understand the extent, which perceived organizational theory of employees is prevailing in the work organization. Also, organizational support theory has to be always reviewed for ensuring favourable outcomes to the organization, which eventually leads to profitability (Jayasree & Sheela, 2012). Therefore, employees' citizenship behaviour is among the outcomes of perceived organizational support. Other outcomes are organizational commitment, job involvement, desire to remain, turn over attention, performance, withdrawal behaviour, job related affect and strain.

The literature of organizational citizenship behaviours is unavoidable too to be explored due to the existing relationship between organizational citizenship

behaviours and perceived organizational support. Organizational citizenship behaviour is among the main consequences of perceived organizational support (Rhodes & Eisenberger, 2002). Organizational citizenship behaviours refer to work-related behaviours that are discretionary not involving the formal organizational reward system, and, they are collectively promoting the effective and efficient functioning of the organization (Organ, 1988).

The literature of organizational citizenship behaviour has tried to highlight the common studied antecedents of it, which are job satisfaction, perceptions of organizational justice and organizational commitment. Other antecedents are leadership behaviour, task characteristics and personality characteristics (Organ & Ryan, 1995).

Also, the organizational citizenship behaviour literature tried too to highlight the consequences of it, which are categorized at individual and organizational levels. Within individual level, there are positive consequences of organizational citizenship behaviours such as job satisfaction and the negative consequences of it such as work stress (Bolino, Valcea & Harvey, 2010; Bateman & Organ, 1983). Furthermore, at the organizational level there are positive consequences of such behaviours including operating efficiency and quality of performance and the negative consequences of it such as lower performance (Walz & Niehoff, 2000; Podsakoff et al., 2017; Podsakoff & Mackenzie, 1994).

A number of researchers world-wide, have been explored the relationship in one way or another between the perceived organizational support and employees' citizenship

behaviours. Basically, the employees' citizenship behaviours occur as among the outcomes of perceived organizational support. Other outcomes include organizational commitment, job involvement, desire to remain, turn over attention, performance, and withdrawal behaviour, job related affect and strain.

In Tanzania, Ngirwa (2018) highlighted teachers' perception on perceived organizational support in secondary schools. The author revealed low perceived organizational support and dissatisfaction of teachers in Tanzanian secondary schools. In the study named "Understanding Teachers' Perception on Organizational Support in Tanzanian secondary", the author explored the secondary school management on the teachers' citizenship behaviours. The study calls for managerial attention especially on energizing perceived organizational support through intended ethical leadership and effective HRM processes.

Furthermore, the study calls for empirical integration basing on mediators, which are fulfillment of teachers' rights and needs in the relationship between perceived organizational support and teachers' commitment for teaching in secondary schools. With regards to the prevailing study, it implies that the revealed low perceived organizational support and dissatisfaction of teachers interrupt enhancement and promotion of teachers' citizenship behaviours in Tanzanian secondary schools.

Researchers in Ghana explored on perceived organizational support and its outcome, Owusu Mensah (2014) explored on managerial support (POS) to play a major role towards the employees in education sector. The researcher studied on "An investigation into Perceived Organizational Support and its Effects on Employees' Outcome: A Case Study Afigya Kwabre District Education".

The researcher proposed that Ghana Education Service (GES) should target carefully the visible support offer to the employees purposely to promote the outcomes. The intended outcomes are job involvement, employee retention, job satisfaction and organizational commitment hence the emergency and promotion of employees' citizenship behaviours. Indeed, the study revealed that commitment among the teachers in schools and other education institutions is very low. The emphasis is that equitable salaries to the teachers with employer employee relationship (LXM) should be considered and implemented, for enhancement and promotion of teachers' citizenship behaviours in educational institutions.

Azim and Dora (2016) explored the relationship existing between two variables of the study in Malaysia. The researchers worked on "Perceived Organizational Support and Organizational Citizenship Behaviour: The mediating role of Psychological capital". The literature revealed that there is positive and significant relationship between the already mentioned concepts, then a positive relationship between perceived organizational support and psychological capital and finally psychological capital towards organizational citizenship behaviours. Indeed, psychological capital adequately mediates the relationship between perceived organizational support and organizational citizenship behaviours.

The study enhances a significant and unique contribution to literature by exposing the mediation effect of psychological capital in the relationship existing between the two concepts. The study's results demonstrated that employees' perception of organization support enhances employee's psychological capital that in turn effect organizational citizenship behaviours.

Generally, the findings of the study suggested that psychological capital plays a critical role towards increasing employees' citizenship behaviours. The provision of perceived organizational support including employees' development, recognition of their contribution and care of their well-being are vital. This is because employees will develop positive traits (behaviours) namely self-efficacy, hope, optimism and resiliency then finally will be likely to exhibit higher organizational citizenship behaviours. Basing on the present study, it implies that psychological capital is needful to be considered in strengthening the influence of perceived organizational support on teachers' citizenship behaviours in public secondary schools in Dar es Salaam City Council and a country at large.

In United States of America at Pennsylvania State University-Scranton, Chiaburu et al., (2015) researched on "Organizational Support and Citizenship Behaviours: A comparative Cross-Cultural Meta-Analysis". The study suggests that POS-OCB relationship humbly vary across cultures. This means that while perceived organizational support constitutes a positive influence on citizenship, the intended influence is stronger in some cultural settings. It implies that higher levels of collectivism, power distance, uncertainty avoidance and femininity improve the link between the two concepts.

Hence POS-OCB relationship is embedded within-then moderated by-the existing cultural aspects of the respective larger society. Therefore, the study demonstrated that the POS-OCB relationship is never impervious to cultural settings with their influences, which have to be accounted or considered for. With regards to the present study, it implies that our schools' cultural settings are the mediators of the extent that

exists in the link prevailing between perceived organizational support and teachers' citizenship behaviours in public secondary schools in Dar es salaam City Council.

Also, another study was carried out in Pakistan involving secondary school teachers working in Punjab. Farooqi et al. (2019) researched on "Relationship of Perceived Organizational Support with Secondary School Teachers' Performance". This is reported that after the completion of analysis of the study, the results showed that perceived organizational support has significant relationship with teachers' performance.

Indeed, researchers highlighted and recommended that organizations such as educational institutions should provide the required support to the teachers in terms of fairness in appraisal, promotions, job evaluation, supervisory support, job satisfaction and rewards purposely to enhance the teachers' performance positively. With reference to prevailing study, the recommended working environment with supervisory support real facilitates enhancement and promotion of teachers' citizenship behaviours involving trust and commitment to teachers (employees) towards achievement of predetermined goals and objectives.

#### **2.4 Research Gap**

Basing on the literature reviewed about perceived organizational support on organizational citizenship behaviour as the research topic suggests, the researcher observed that few studies are involved. The involved studies such as Huselid (1995), Azim and Dora (2016) and Chiaburu et al. (2015) have covered perceived organizational support on various concepts that involve organizational behaviours like

performance, commitment and job satisfaction in organizations including educational institutions.

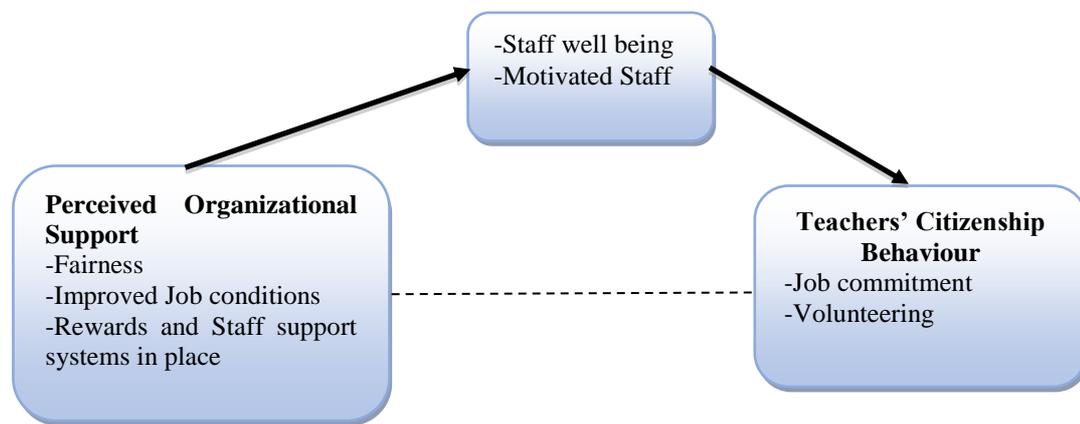
With reference to Tanzania, few studies reviewed have not linked perceived organizational support to employees' citizenship behaviours. For instance, Ngirwa (2018) has highlighted perceived organizational support to involve teachers' perception on it in secondary schools. The author explored the extent to which perceived organizational support prevailing in Tanzanian secondary schools. Indeed, the author linked POS with dissatisfaction of teachers. Therefore, it is still needful to investigate perceived organizational support on teachers' citizenship behaviours.

Thus, the study about the effect of perceived organizational support on employees' citizen behaviours is of importance to be more investigated. Therefore, the researcher was motivated to work about perceived organizational support on teachers' citizenship behaviours reflecting Tanzania context by involving teachers of public secondary schools located in Dar es salaam City Council.

## **2.5 Conceptual Model**

Proposed Conceptual Model (conceptual framework) entails a conception of hypothetical segments leading to the illustrative representation of inter-relatedness (Sinclair, 2007). A conceptual model thus, highlights the existing correlation between the independent variables and depend variables. Reflecting to the reviewed literature and model related to the study, the researcher identified several elements constituting independent and dependent variables. This conceptual mode thus, shows the existing effect of perceived organizational support on teachers' citizenship behaviours.

The elements which constitute perceived organizational support are fairness, improved job conditions and rewards with staff support systems in place. When employees (teachers) are provided with perceived organizational support, the situation enhances a number of outcomes including organizational citizenship behaviours. Indeed, employees' citizenship behaviours effect both job commitment and volunteering which are activated by staff well-being and motivation in the work organization such as public secondary schools.



**Figure 2.1: A Conceptual Model on Perceived Organizational Support and Employees' Citizenship Behaviours**

**Source:** Researcher, (2021)

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents and discusses the methodology that has been used in the prevailing study. Methodology involves segments of the study such as research design and approach, sampling techniques, population and sample with data collection methods. Design refers to a logical and systematic plan intended for directing a research study. Research approach involves the methods, which aimed at carrying out the data collection, analyzing and interpreting observations. The chapter involves outlining the development and design of instruments to be used in data collection.

#### **3.2 Research Approach**

The research approach refers to the intended means to be involved in collection of data for accomplishment of the study (Alase, 2017). The type of research approach used in this study was the mixed approach, which involved both qualitative and quantitative means. Qualitative approach involved data collection through interview method while quantitative approach involved data collection through questionnaire method. The use of both qualitative and quantitative means enhanced the researcher to complement the weakness of each, hence provided and extended room for triangulation of both tools concerning data collection and approaches. Qualitative approach in this study involved exploring and understanding of individuals or group assign to a social or human phenomenon and it is based on unstructured and non-numerical data. It was assigned for achievement of the first and second research specific objectives. Indeed, quantitative approach was intended to involve statistical

analysis in the collection of data, which expressed in form of graphs, charts or statistic maps. It was applied in the respective study for achievement of research third specific objective.

### **3.3 Research Design**

Research design is defined as a 'blueprint for conducting a research study with maximum control over factors that may interfere with validity of findings (Burns & Grove, 2003). Alternatively, a research design is described as a plan involves describing how, when, and where data are to be collected and analyzed accordingly (Parahoo, 1997). Also, research design is defined as the researchers overall for answering the research questions or investigating the research hypothesis (Polit et al., 2001). Furthermore; research design is the arrangement of conditions intentionally for collection and analysis of data in a way that aims to combine relevance to the research purpose with economy in procedure (Kothari, 2004).

By reflecting to this study, cross-sectional research design was adopted to the study about the perceived organizational support on teachers' citizenship behaviours in public secondary schools. The main reason for the choice of the appropriate research design was purposely for collection of data adequately at once, hence understanding of perceived organizational support on teachers' citizenship behaviours in public secondary schools in Dar es salaam City Council.

### **3.4 Area of the Study**

The study was conducted in Dar es Salaam particularly Dar es salaam City Council. Based on research field, Dar es salaam City Council bears the status of an

administrative district that located between longitude 39 and 40 degrees east and between latitude 6 and 7 degrees south of equator. It covers a total surface area of 210.1 square kilometres with about 1, 220,611 people according to the 2012 Census. The city council comprises of 60 public secondary schools located in 30 wards of the City Council. Nevertheless, 6 wards of the city have no public secondary schools.

As the research title indicates that Dar es salaam City Council was involved, this location was proposed purposely for accomplishment of the study. The researcher intended to deal with public secondary schools located in the appropriate area because most of indiscipline cases of teachers have been reported from different areas of our country including Dar es salaam City Council (Ilala Municipality by then). Teachers' turnover, financial mismanagement, negligence of duty and absenteeism are among the common professional misconduct acts that have been involving teachers in public secondary schools hence hinder teachers' citizenship behaviours (Awiti, 2013; Mabagala, 2016).

For instance, Awiti (2013) addressed the management strategies towards teachers turn over in public secondary schools located in Dar es salaam City Council (Ilala Municipality by then). Therefore, adequate primary data were needful for accomplishment of this study.

### **3.5 Population of the Study**

The population of this study included 2,205 teachers found in 60 public secondary schools, located in Dar es salaam City Council. Also, it included 6 Teachers' Service Commission officers and 6 secondary education officers available in the same City

Council. Furthermore, the population included 60 Heads of public secondary schools, 30 Ward Education Officers, 29 District School Quality Assurance Officers and 11 Human Resource Officers. This means that the identified numbers of respondents above, they form a population of the study. However, sampling technique was applied in each category to simplify the collection of primary data.

**Table 3.1: Study Population and Justification for Selection**

<b>Population</b>	<b>Justification for Selection</b>
<b>Public Secondary schools' teachers</b>	Teachers' role of teaching students on subject matters and on moral and ethical values purposely to become good citizens of the future.
<b>Heads of Public Secondary Schools</b>	Administering and supervising teachers in their daily professional activities at school level.
<b>Ward Education Officers</b>	Administering and supervising teachers in all daily professional activities at ward level.
<b>City Secondary Education Officers</b>	Administering and supervising teachers in all professional activities at the City Council level.
<b>District Teachers' Service Commission Officers</b>	Dealing with discipline and promotion of teachers hence maintaining discipline, moral and ethical values of teachers in their work environment.
<b>District School Quality Assurance Officers</b>	Administering the quality of teachers and ensuring that teaching standard is maintained as per teaching curriculum issued by the appropriate ministry.
<b>City Human Resource Officers</b>	Ensuring existence of rights and demands of all employees such as teachers in their working places in order to achieve the pre-determined organizational goals.

**Source:** Researcher, (2021)

### **3.6 Sample and Sampling Techniques**

#### **3.6.1 Sample**

A sample involves a sub-group of the intended population that a researcher plans to study purposely for making generalization on the target population. With regard to Kothari (2004), a sample is a portion of the target population and indeed the researcher is actually supposed to be careful in selecting a sample that will stand for

the whole population under investigation. Also, to achieve the appropriate representatives, sampling techniques should respond to certain standards and methodological principles (Jackson, 2009).

The sample of this study was composed of 90 teachers who presented 2205 public secondary schools' teachers available in the City Council. Both Heads of public secondary schools and Ward Education Officers were presented by 10 in each category. Furthermore, the District TSC Officers with City Secondary Education Officers were presented by 3 and 2 officers respectively. Finally, the District School Quality assurance officers and City Human Resource Officers were presented by 2 individuals each.

**Table 3.2: Composition of the Sample Size in Percentage**

S/N	Respondents Category	Population	Sample Size	Sample Percentage
1.	Public Secondary Schools' Teachers	2,205	90	75.6%
2.	Heads of Public Secondary Schools	60	10	8.4%
3.	Ward Education Officers	30	10	8.4%
4.	City Secondary Education Officers	6	2	1.7%
5.	District Teachers' Service Commission Officers	6	3	2.5%
6.	District School Quality Assurance Officers	29	2	1.7%
7.	City Human Resource Officers	11	2	1.7%
<b>Total</b>		<b>2,347</b>	<b>119</b>	<b>100%</b>

**Source:** Researcher, (2021)

### 3.6.2 Sampling Techniques

Sampling is the process of drawing a sufficient number of elements from the population intends a representative of the entire population (Creswell, 2014). A sampling technique refers to as a procedure intended to select some elements of the

entire population purposely to represent the real characteristics of the total population (Fraenkel, Wallen & Hyun, 2012).

This study adopted sampling technique purposely to select a study sample in order to reduce costs in terms of budget (fund) and time during the study provided that the researcher focused only to few respondents out of the entire population. Therefore, the results were quicker since the study was not covered the whole population. Sampling techniques intended in this study were of two namely non-probability sampling and simple random sampling.

#### **3.6.2.1 Non-Probability Sampling**

This is also known as purposive or judgment sampling. It is focused on the basis of prior knowledge of a population study and the intended sample can be chosen depending on the prevailing knowledge. This means that the researcher before choosing the sample should judge the sample whether can be selected or not, then the selection will depend on individual's judgment. However, the study reveals that the researcher's judgment may be incorrect (Fraenkel, 2009).

Based on this study the researcher used non-probability sampling (purposive or judgmental sampling) technique. It was based on an individual's own opinions and personal judgment. Respondents were selected based on the researcher's belief that sufficient information would obtain from them. This technique was applied to select Heads of Public Secondary Schools, Ward Education Officers and even selection of wards with respective public secondary schools involved in the study. The technique is useful in gaining ideas or testing ideas and it is very cheap and saves time (Westfall, 2008).

With regard to the explained technique the researcher was able to identify respondents from public secondary schools' teachers. With 10 selected public secondary schools located in 10 different wards, primary data were collected to answer the intended third research question that was "how does perceived organizational support affect teachers' citizenship behaviours in public secondary schools?"

Meanwhile the selected respondents of Heads of schools, Ward Education Officers and City Secondary Education Officers were enhanced collection of data to answer the second research question. The second research question was "How does the managerial support affect teachers' citizenship behaviour in public secondary schools?". Finally, the selected respondents of City Human Resource Officers, District TSC Officers and District School Quality Assurance Officers enhanced collection of primary data to answer the first research question. The first research question was "How do managerial processes help in handling teachers' needs and rights in public secondary schools?"

### **3.6.2.2 Simple Random Sampling**

Simple random sampling or technique enhances each element to have an equal and independent chance to be chosen (Krishnaswami, 2006). For instance, in this study, simple random sampling concerned the public secondary schools' teachers as respondents were depended on the population of 2205 teachers available in public secondary schools located in Dar es salaam City Council. With regard to the 10 selected public secondary schools 90 teachers having an equal independent chance to be chosen were obtained from those schools. Simple random sampling was used in each school to obtain 9 respondents.

### **3.7 Methods for Data Collection**

The researcher cannot collect data out of using collection instruments. An instrument or a tool entails what is used to obtain data from the field. Questionnaire and interview methods were employed by the researcher in the collection of data. The application of both techniques enhanced cross checking the authenticity of respective information that was sourced by the respondents therefore enhancing reliability (Kombo & Tromp, 2006). Basing on this study, interview method was adopted for collection of primary data enhancing achievement of research first and second specific objectives. Indeed, questionnaire method was employed in the study intending collection of primary data for achievement of the research third specific objective.

#### **3.7.1 Questionnaire**

Comments on questionnaires argue that questionnaire is a useful tool in collection of data hence it is easy to administer and it collects primary data. Indeed, questionnaires enable respondents to respond accordingly (Creswell, 2012). This involved the formulation of questions that assistive in collecting data. The formulated questions were based on the research questions for achievement of intended research specific objectives.

In this study the questionnaire method was used for collection of primary data from public secondary teachers (n=90). Questionnaire basing on 8-item Survey of Perceived Organizational Support (SPOS) were employed to achieve the third specific objective about the effects of perceived organizational support on teachers' citizenship behaviours in public secondary schools in Dar es salaam City Council. Such questionnaires were regarded as validated instruments to measure the prevalence of

perceived organizational support in public secondary schools. Also, 20 logical statements (invalidated instruments) were prepared by the researcher to measure the prevalence of teachers' citizenship behaviours in public secondary schools intending achievement of the same specific objective.

### **3.7.2 Interview**

The literature of interview suggests that an interview involves an interchange of views between two or more people on intended topic of interest and emphasizes the social research data (Cohen et al., 2001). This study employed interview as an instrument to collect primary data from Heads of public schools (n=10), Ward Education Officers (n=10) and City Secondary Education Officers (n=2). Primary data from mentioned respondents were helpful for achievement of the second research specific objective. The second research specific objective entails to analyse the effect of managerial processes on teachers' citizenship behaviours in public secondary schools.

Furthermore, interview method was enhanced collection of primary data from District Teachers' Service Commission Officers (n=3), City Human Resource Officers (n=2) and District School Quality assurance officers (n=2). The collected data enhanced achievement of the research first specific objective about the managerial processes in handling of teachers' needs and rights in public secondary schools.

### **3.8 Data Analysis Procedure**

Data analysis entails to the process of examining what has been collected at the field or experience and making deduction (Komba et al., 2006). Basing on this study, primary data were analyzed and discussed under chapter Four. Both analysis and

discussions were based on the formulated three research questions. Indeed, the biographic features were guiding the analysis and discussions about the study findings. The involved biographic features were gender, age group, education level and work experience. Responses from interview method, were analysed and discussed for achievement of the research first and second specific objectives. Meanwhile, data collected via questionnaire method were descriptively and quantitatively analysed where by the Statistical Package for Social Science (SPSS) was employed.

### **3.9 Research Validity and Reliability**

Validity involves the extent to which a measurement measures what it supposed to measure whereas reliability is the extent to which a tool (measurement) yields the same results on repeated trials in qualitative study (Carmines & Zeller, 1979 cited in Creswell, 2005). Further clarification on these two concepts is inevitable for clarity of findings of the study.

#### **3.9.1 Research Validity**

Research validity entails that scale validity assesses whether a scale measures what it is supposed to measure (Hair, 2010). The validity of the scale refers to as the extent to which differences in observed scale scores reproduce true alterations in what is being measured, rather than systematic or random error (Malhotra, 2010). Content validity comprises a systematic but subjective evaluation of how well a scale investigates the hypothesis of interest (Malhotra, 2010). The literature of validity reveals that content validity is the representativeness of the content of the investigation instrument (McDaniel & Gates, 2010). This implies that content validity reveals whether the scale gives tolerable coverage of the topic under study.

With regard to this study an assumption that “Teachers in public secondary schools have been facing problem which depleted their employees’ citizenship behaviours caused by insufficient perceived organizational support” was first explored. Pilot study was first carried out at Kimbiji Secondary School which is among the public secondary schools in Kigamboni Municipality in Dar es salaam Region.

Both interview and questionnaire methods were employed in which interview method involved three (3) informants from School Management Team while questionnaire method involved ten (10) informants from the Teaching Staff. The findings revealed insufficient managerial processes on teachers’ needs and rights to enhance teachers’ citizenship behaviours in public secondary schools. Therefore, the pilot study findings were reflecting the data collection and data analysis at the research field of this study.

### **3.9.2 Research Reliability**

Research reliability entails the process where by a study obtains the same results when is repeated or undertaken by a number of researchers (Wiid, 2009). Alternatively, reliability states the degree to which a scale provides constant results if repeated investigations are made (Malhotra, 2010). It is agreed that a measure is reliable when different attempts at examining something converge on the same outcomes (Zikmund & Babin, 2010). Also, it is argued that reliability likely to be defined as the extent to which measures are free from random error. Popular approaches for assessing reliability are alternative forms, test-retested and internal-consistency (Malhotra, 2010).

With regard to this study, reliability implies that even if the repeated investigations are going to be carried out by other researchers should end up with the same results as this study achieved. The findings from the study revealed insufficient managerial processes on teachers' needs and rights that have been depleting employees' citizenship behaviours in public secondary schools. Hence, the pilot study findings were reflecting the data collection and data analysis at the research field of this study. For instance; the tools (instruments) which were used for collection of data during the pilot study at Kimbiji Secondary School ended up with some shortcomings to the respondents. Some interview guides and some statements of questionnaire were not well understood to the respondents; hence they were brought back by the researcher to the study supervisor for sharing and correction. Therefore, the corrected tools were used accordingly during the field work of the study for collection and analysis of data.

### **3.10 Ethical Consideration**

The research permits were provided by the Dar es salaam Regional Administrative Secretary Office which is the responsible Governmental authority concerning the appropriate permits. The confirmation by the respective authority on the research clearance letter from the Open University of Tanzania was carried out purposely to enhance permission from the study area authorities. The involved study area authorities were the Dar es salaam City Council Director, Ilala District Chief School Quality Assurance Officer and Ilala District Teachers' Service Commission Assistant Secretary for the research data collection. Indeed, privacy was adhered for handling of confidentiality concerning availed information from informants and other sources during the data collection. The availed information was for research manner only and not otherwise.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND DISCUSSION**

#### **4.1 Introduction**

The study intends to examine about perceived organizational support on teachers' citizenship behaviour in public secondary schools. The results of the study are presented in this chapter basing on the research questions. The research questions were:

- (i) How do the managerial processes help in handling of teachers' needs and rights in public secondary schools in Dar es salaam City Council?
- (ii) How do the managerial processes affect teachers' citizenship behaviours in public secondary schools in Dar es salaam City Council?
- (iii) How does perceived organizational support affect teachers' citizenship behaviours in public secondary schools in Dar es salaam City Council?

Indeed, the data were analyzed by using simple frequency counts and percentage. The first part of the chapter involved respondents' biographic features before data presentation.

#### **4.2 Findings on Respondents' Biographic Features**

This study first presented the findings on the respondents' biographic features of (n=119) basing on seven categories of respondents. These categories of respondents were public secondary schools' teachers (n=90), heads of public secondary schools (n=10), ward educational officers (n=10) and city secondary education officers (n=2). Other categories of respondents were district teachers' service commission officers

(n=3), district school quality assurance officers (n=2) and city human resource officers (n=2).

**Table 4.1: Respondents' Biography Features**

S/N	Category	Frequency	Percent
1.	Teachers	90	75.6%
2.	Heads of Schools	10	8.4%
3.	Ward Education Officers	10	8.4%
4.	Secondary Education Officers	2	1.7%
5.	Teachers' Service Commission Officers	3	2.5%
6.	School Quality Assurance Officers	2	1.7%
7.	Human Resource Officers	2	1.7%
<b>Total</b>		<b>119</b>	<b>100%</b>

**Source:** Field Data, (2021).

#### **4.2.1 Respondents by Gender Category**

The researcher intended to find out representation of (n=119, 100%) respondents by gender that was among the categories to be explored in relation with the perceived organizational support on teachers' citizenship behaviours in public secondary schools, relying on an assumption with gender would get differing results. The administered independent questionnaires and interview guides to appropriate respondents categorized groups purposely to meet the intended research specific objectives.

The respective respondents were (n=119, 100%) who categorized as public secondary schools' teachers (n=90, 75.6%), heads of public secondary schools (n=10, 8.4% ), ward education officers (n=10, 8.4%) and city secondary education officers (n=2, 1.7%). Indeed, district teachers' service commission officers (n=3, 2.5%), district

school quality assurance officers (n=2, 1.7%) and city human resource officers (n=2, 1.7%).

#### 4.2.2 Distribution of Respondents by Gender Category

The prevailing study engaged (n=119, 100%) total respondents who composed of public secondary schools' teachers (n=90, 75.6%), heads of public secondary schools (n=10, 8.4%), ward educational officers (n=10, 8.4%) and city secondary education officers (n=2, 1.7%). Other components of respondents were district teachers' service commission officers (n=3, 2.5%), district school quality assurance officers (n=2, 1.7%) and city human resource officers (n=2, 1.7%). The researcher assumed that with gender category consideration accurate results would be revealed. Table 4.2 summarized the findings.

**Table 4.2: Respondents by Gender**

Gender Category (Sex)	Respondent group													
	Teachers (n=90)		Heads of Schools (n=10)		WEOs (n=10)		SEOs (n=2)		TSCOs (n=3)		SQAOs n=2		HROs n=2	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Female	62	68.9	4	40	7	70	1	50	3	100	2	100	1	50
Male	28	31.1	6	60	3	30	1	50	0	0	0	0	1	50
<b>Total</b>	<b>90</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>2</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>2</b>	<b>100</b>	<b>2</b>	<b>100</b>

**Key:** F=Frequency and %=Percentage

**Source:** Field Data, (2021)

The results revealed that teacher's cadre in Dar es salaam City Council was dominated by female gender (n=59, 66%) respondents as compared to male (n=31, 34%) being a disparity of (n=28, 31%). With regard to the heads of public secondary schools, the

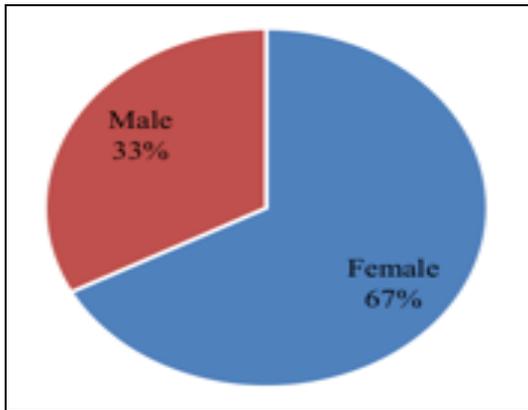
study involved (n=10, 8.4%) out of (n=119, 100%) and the results indicates that males (n=6, 60%) dominated the study as compared to females (n=4, 40%) with a disparity of (n=2, 20%). The exploration carried out to ward education officers (WEOs), the results revealed female gender (n=7, 70%) dominated the study compared to the male gender (n=3, 30%) hence the disparity of (n=4, 40%) was emerged. Further exploration that was carried out to secondary education officers revealed that there was no any disparity between female gender and male gender. Both possessed the same number of respondents (n=1, 50%) which implies that female gender (n=1, 50%) respondent quantified as well as male gender (n=1, 50%).

As exploration occurred to secondary education officers (SEOs) the same situation revealed to human resource officers without any disparity since female gender (n=1, 50%) respondents quantified the same as male gender (n=1, 50%) respondents. At last, the exploration revealed the same to teachers' service commission officers (TSCOs) and school quality assurance officers (SQAOs) where by in both cases respondents were female gender (n=3, 100%) and (n=2, 100%) respectively. Thus, a disparity of (n=3, 100%) and (n=2, 100% dominated in both TSCOs and SQAOs respectively due to absence of male gender (n=0, 0%) respondents in both cases.

**Table 4.3: Overall Gender Category**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Female	80	67.2	67.2	67.2
	Male	39	32.8	32.8	100.0
	<b>Total</b>	<b>119</b>	<b>100.0</b>	<b>100.0</b>	

**Source:** Field Data, (2021)



**Figure 4.1: Pie Chart of Overall Gender Category**

The results for overall respondents revealed that females (n=80, 67.2 %) dominated the gender category compared to males (n=39, 32.8%) with a disparity of (n=41, 34.4%).

#### **4.2.3 Respondents by Age Group Category**

The researcher explored respondents' age feature, implies that age has something correlating with perceived organizational support on teachers' citizenship behaviours in public secondary schools thus with age valid results were obtained. The researcher maintained the interval of nine (9) to determine the age group category of (n=119, 100%) respondents categorically public secondary schools' teachers (n=90, 75.6%), heads of public secondary schools (n=10, 8.4%), ward education officers (n=10, 8.4%) and city secondary education officers (n=2, 1.7%). Indeed, district teachers' service commission officers (n=3, 2.5%), district school quality assurance officers (n=2, 1.7) and city human resource officers (n=2, 1.7%).

#### **4.2.4 Distribution of Respondents by Age Group Category**

The public secondary schools' teacher's category had (n=90, 75.6%) out of (n=119, 100%) total respondents for study. The ambition of the researcher on age category was decisive since respondents differed in age. Table 43 summarized the findings.

**Table 4.4: Age Category**

Age Category range (yrs.)	Teachers (n=90)		Heads of Schools (n=10)		Respondent group									
					WEOs (n=10)		SEOs (n=2)		TSCOs (n=3)		SQAOs (n=2)		HROs (n=2)	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Below-25	3	3.3	0	0	0	0	0	0	0	0	0	0	0	0
26-35	28	31.1	0	0	2	20	0	0	0	0	0	0	0	0
36-45	36	40	5	50	2	20	0	0	2	66.7	2	100	2	100
46-55	19	21.1	5	50	5	50	0	0	0	0	0	0	0	0
56-Above	4	4.4	0	0	1	10	2	100	1	33.3	0	0	0	0
<b>Total</b>	<b>90</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>2</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>2</b>	<b>100</b>	<b>0</b>	<b>0</b>

**Key:** F=Frequency and %=Percentage

**Source:** Field Data, (2021)

The findings revealed that under the public secondary schools' teachers (n=90, 100%), the age group of 36-45 years (n=36, 40%) dominated the study as compared to age groups of 26-35 years (n=27, 30%), 46-55 years (n=20, 22.2%), 56-above years (n=4, 4.4%) as well as 25 and below years (n=3, 3.3%). The situation led a disparity of (n=9, 10%), (n=16, 17.8%), (n=32, 35.6%) and (n=33, 36.7%) respectively. The results concerning heads of schools revealed that two age groups which were 36-45 years (n=5, 50%) and 46-55 years (n=5, 50%) quantified the same with (n=5, 50%) compared to the remaining age groups which all resulted none (n=0, 0%) with a disparity of (n=5, 50%). Also, the results concerning with ward education officers (WEOs) revealed that the age group of 46-55 years (n=5, 50%) dominated the study compared to the remaining groups of 36-45 years (n=2, 20%), 26-35 years (n=2, 20%), 56-above years (n=1, 10%) as well as Below-25 years (n=0, 0%). The results emerged a disparity of (n=3, 30%), (3, 30%), (n=4, 40%) and (n=5, 50%) respectively.

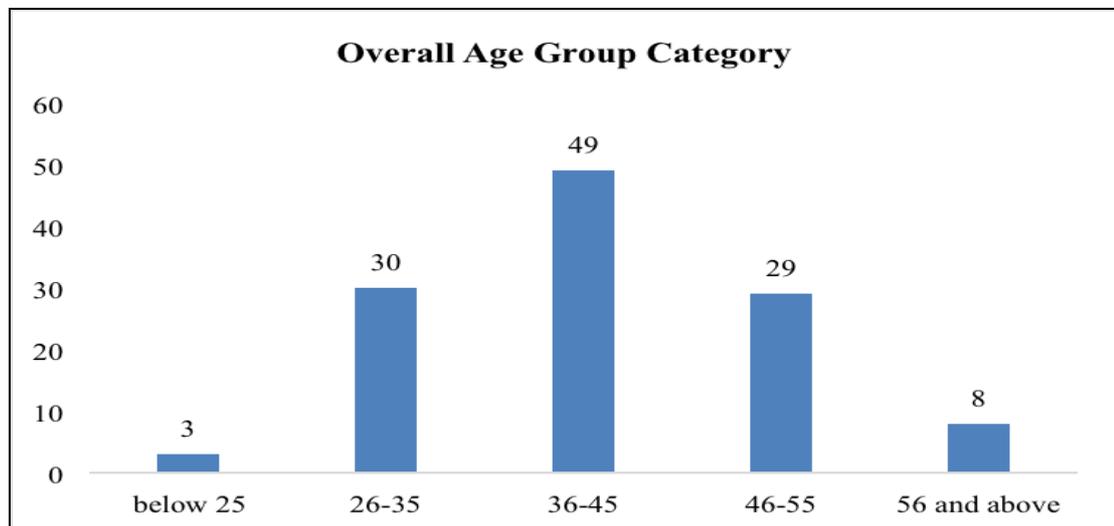
Furthermore, results for both school quality assurance officers (SQAOs) with age group 36-45 years (n=2, 100%) and human resource officers (HROs) with age group 36-45 years (n=2, 100%) respondents quantified the maximum number of respondents

while their remaining age groups resulted none (n=0, 0% hence a disparity of (n=2, 100%). Indeed, the results dealt with teachers' service commission officers (TSCOs) revealed that the age group of 36-45 years (n=2, 66.7%) dominated the study compared to the age group of 56-above years (n=1, 33.3%) with a disparity of (n=1, 33.3%). Indeed, the dominated age group compared to the other age groups led to a disparity of (n=2, 66.7%).

**Table 4.5: Overall Age Group Category**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 25	3	2.5	2.5
	26-35	30	25.2	27.7
	36-45	49	41.2	68.9
	46-55	29	24.4	97.3
	56 and above	8	6.7	100.0
	<b>Total</b>	<b>119</b>	<b>100.0</b>	<b>100.0</b>

Source: Field Data, (2021)



**Figure 4.2: Bar Graph of Overall Age Group Category**

The findings revealed that under the overall respondents (n=119, 100%), the age group of 36-45 years (n=49, 41.2%) dominated the study as compared to age groups of 26-35 years (n=30, 25.2%), 46-55 years (n=29, 24.4%), 56-above years (n=8,

6.7%) as well as 25 and below years (n=3, 2.5%). The situation led a disparity of (n=19, 16%), (n=20, 16.8%), (n=41, 34.5%) and (n=46, 38.7%) respectively.

#### 4.2.5 Distribution of Respondents by Education Level Category

The researcher intended to find out representation of (n=119, 100%) respondents by education level, that was among the categories to be explored in relation with the perceived organizational support on teachers' citizenship behaviours in public secondary schools, relying on an assumption with education level would get differing results. The administered independent questionnaires and interview guides to appropriate respondents categorized groups purposely to meet the intended research objectives. The respective respondents were (n=119, 100%) who categorized as public secondary schools' teachers (n=90, 75.6%), heads of public secondary schools (n=10, 8.4%), ward education officers (n=10, 8.4%) and city secondary education officers (n=2, 1.7%). Other categories were district teachers' service commission officers (n=3, 2.5%), district school quality assurance officers (n=2, 1.7) and city human resource officers (n=2, 1.7%).

**Table 4.6: Education Level Category**

Level of Education Category	Respondent group													
	Teachers (n=90)		Heads of Schools (n=10)		WEOs (n=10)		SEOs (n=2)		TSCOs (n=3)		SQAOs n=2		HROs n=2	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Diploma	9	10	0	0	0	0	0	0	0	0	0	0	0	0
Degree and above	81	90	10	100	10	100	2	100	3	100	2	100	2	100
<b>Total</b>	<b>90</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>2</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>2</b>	<b>100</b>	<b>2</b>	<b>100</b>

**Key:** F=Frequency and %=Percentage

**Source:** Field Data, (2021)

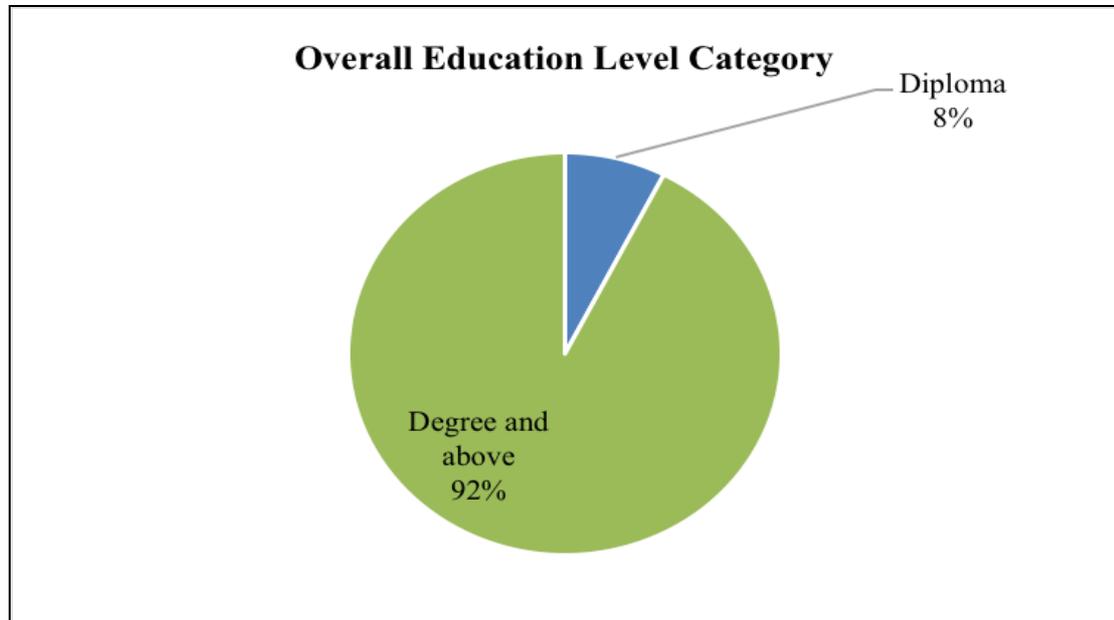
The results from exploration revealed that for public secondary schools' teachers, individuals who are degree holders and above (n=80, 88.9%) compared to individuals

who are diploma holders (n=10, 11.1%) emerged a disparity of (n=70, 77.8%). In all other remaining groups of respondents, the results quantified the same manner in sense that individuals who are degree holders and above quantified the maximum number of (n=x, x presents a number of respondents in a group) respondents while the diploma holders quantified none (n=0, 0%).

**Table 4.7: Overall Education Level Category**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	9	7.6	7.6	7.6
	Degree and above	110	92.4	92.4	100
	<b>Total</b>	<b>119</b>	<b>100.0</b>	<b>100.0</b>	

**Source:** Field Data, (2021)



**Figure 4.3: Pie Chart of Overall Education Level Category**

The results for overall respondents revealed that Degree and above respondents (n=110, 92.4 %) dominated the education level compared to respondents with Diploma (n=9, 7.6%) with a disparity of (n=101, 84.8%).

#### **4.2.6 Respondents by Work Experience Category**

The researcher intended to find out representation of (n=119, 100%) respondents by work experience that was among the categories to be explored. The exploration based on relation with the perceived organizational support on teachers' citizenship behaviours in public secondary schools, relying on an assumption with work experience would get differing results. The administered independent questionnaires and interview guides to appropriate respondents categorized groups purposely to meet the intended research objectives.

The respective respondents were (n=119, 100%) who categorized as public secondary schools' teachers (n=90, 75.6 %), heads of public secondary schools (n=10, 8.4 %), ward education officers (n=10, 8.4 %) and city secondary education officers (n=2, 1.7 %). Indeed, district teachers' service commission officers (n=3, 2.5 %), district school quality assurance officers (n=2, 1.7%) and city human resource officers (n=2, 1.7 %).

#### **4.2.7 Distribution of Respondents by Work Experience Category**

The researcher intended to find out respondents' work experience of (n=119) developing a notion that work experience would provide proved results in relation with perceived organizational support on teachers' citizenship behaviours. The interval of four (4) years was developed in exploration of work experience. The administered independent questionnaires and interview guides categorized respondents into respective groups so as to meet the research specific objectives. The respondents were (n=119, 100%) who categorized as public secondary schools' teachers (n=90, 75.6%), heads of public secondary schools (n=10, 8.4%), ward education officers (n=10, 8.4%) and city secondary education officers (n=2, 1.7%).

Other categories were district teachers' service commission officers (n=3, 2.5%), district school quality assurance officers (n=2, 1.7) and city human resource officers (n=2, 1.7%).

**Table 4.8: Work Experience Category**

Work Experience Range (Years)	Respondent group													
	Teachers (n=90)		Heads of Schools (n=10)		WEOs (n=10)		SEOs (n=2)		TSCOs (n=3)		SQAOs n=2		HROs n=2	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Below-5	5	5.6	1	10	0	0	0	0	0	0	0	0	0	0
6-10	40	44.4	1	10	0	0	0	0	0	0	0	0	2	100
11-15	22	24.4	2	20	2	20	0	0	1	33.3	2	100	0	0
16-20	9	10.0	3	30	3	30	0	0	2	66.7	0	0	0	0
21-Above	14	15.6	3	30	5	50	2	100	0	0	0	0	0	0
<b>Total</b>	<b>90</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>2</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>2</b>	<b>100</b>	<b>2</b>	<b>100</b>

**Key:** F=Frequency and %=Percentage

**Source:** Field Data, (2021).

The results revealed that for public secondary schools' teachers (n=90, 75.6%), work experienced group ranging from 6-10 years (n=39, 43.3%) dominated the study as compared to work experienced groups ranging from 11-15 years (n=22, 24.4%) and 21-above years (n=14, 15.6%). Indeed, other work experienced groups that were compared ranging from 16-20 years (n=10, 11.1%) and below-5 years (n=5, 5.6%). With regard to the results provided above, the known disparity between the dominated work experienced group and appropriate other work experienced groups were (n=17, 18.9%), (n=25, 27.8%), (n=29, 32.2%) and (n=34, 37.8%) respectively.

With heads of schools (n=10, 8.4%), the study revealed that the work experienced groups ranging from 16-20 years (n=3, 30%) and 21-above years (n=3, 30%) resulted the same manner. These two work experienced groups revealed a disparity of (n=1, 10% to work experienced group ranging from 11-15 years (n=2, 20%). Also, the

two other work experienced groups ranging from 6-10 years (n=1, 10%) and below-5 years (n=1, 10%) resulted the same manner hence emerging a disparity of (n=2, 20%) to the first two work experienced groups that resulted the same manner (n=3, 30%).

Basing on the ward education officers (WEOs) with respondents of (n=10, 8.4% as stated early, the work experienced group ranging from 21-above years (n=5, 50%) dominated the study compared to work experienced groups ranging from 16-20 years (n=3, 30%) and 11-15 years (n=2, 20%) with a disparity of (n=2, 20%) and (n=3, 30%) respectively. The work experienced groups ranging from 6-10 years (n=0, 0%) and below-5 years (n=0, 0%) were resulted in the same manner. This means that both first and second cases resulted none hence emerging a disparity of (n=5, 50%) when they became compared with the dominated work experienced group.

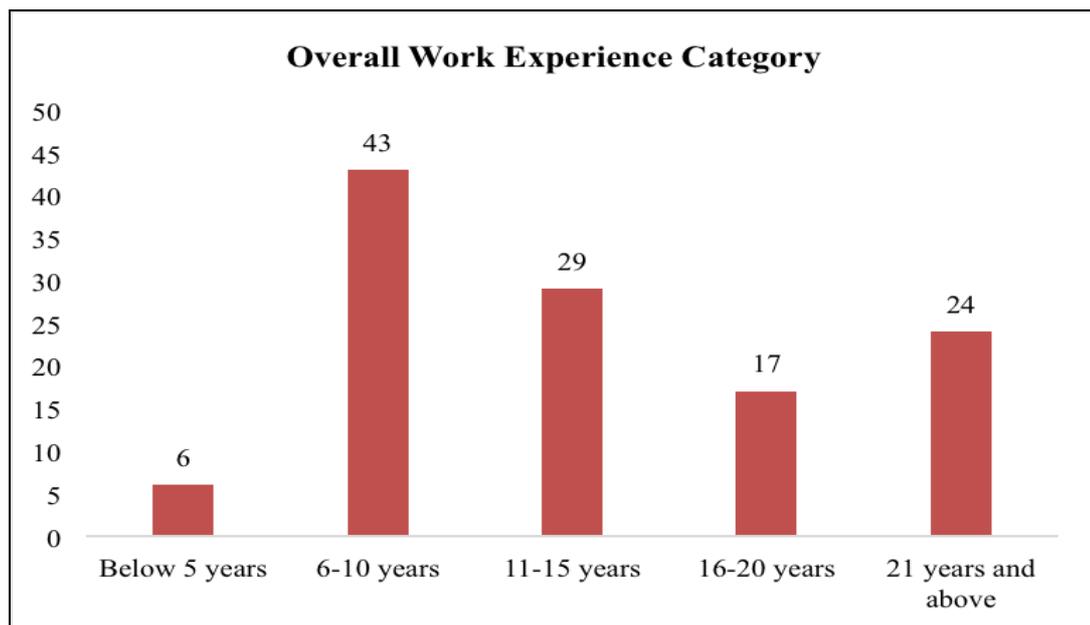
Dealing with City secondary education officers (n=2, 1.7), the work experienced group ranging from 21-above (n=2, 100%) dominated the study comparing to all other work experienced groups in which each resulted none (n=0, 0%). Thus, a disparity of (n=2, 100%) was shown between the dominated work experienced group and all other work experienced groups. Also, teachers' service commission officers (TSCOs) with respondents (n=3, 2.5%), the work experienced group ranging from 16-20 years (n=2, 66.7%) dominated the study. This domination of the study observed when it was compared with work experienced group ranging from 11-15 years (n=1, 33.3%) enhancing a disparity of (n=1, 33.3%). The all-other work experienced groups resulted none (n=0, 0%) hence emerging a disparity of (n=2, 66.7%) when they became compared to the dominating work experienced group.

Furthermore, the situation in school quality assurance officers (SQAOs) with respondents (n=2, 1.7%) and human resource officers (HROs) with respondents (n=2, 1.7%) quantified the same manner in their results. With SQAOs the work experienced group ranging from 11-15 years (n=2, 100%) dominated the study as HROs the work experienced group ranging from 6-10 years (n=2, 100% dominated the study too. The all-other work experienced groups in both cases resulted none (n=0, 0%) hence forming a disparity of (n=2, 100%) between them and their dominating work experienced groups.

**Table 4.9: Overall Work Experience Category**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 5 years	6	5.0	5.0	5.0
	6-10 years	43	36.1	36.1	41.1
	11-15 years	29	24.4	24.4	65.5
	16-20 years	17	14.3	14.3	79.8
	21 years and above	24	20.2	20.2	100.0
	Total	119	100.0	100.0	

**Source:** Field Data, (2021)



**Figure 4.4: Bar Graph of Overall Work Experience Category**

The results revealed that for overall respondents (n=119, 100%), work experienced group ranging from 6-10 years (n=43, 36.1%) dominated the study as compared to work experienced groups ranging from 11-15 years (n=29, 24.4%) and 21-above years (n=24, 20.2%). Indeed, other work experienced groups that were compared ranging from 16-20 years (n=17, 14.3%) and below-5 years (n=6, 5%). With regard to the results provided above, the known disparity between the dominated work experienced group and appropriate other work experienced groups were (n=14, 11.7%), (n=19, 15.9%), (n=26, 21.8%) and (n=37,31.1%) respectively.

### **4.3 Data Presentation**

Data have presented and discussed according to the appropriate specific objectives namely:

- (i) To examine the managerial processes in handling of teachers' needs and rights in public secondary schools.
- (ii) To analyze the managerial processes on teachers' citizenship behaviours in public secondary schools
- (iii) To examine the effect of perceived organizational support on teachers' citizenship behaviours in public secondary schools.

#### **4.3.1 The managerial Processes in Handling of Teachers' Needs and Rights in Public Secondary Schools**

The first research specific objective intended on examining the managerial processes in handling of teachers' needs and rights in public secondary schools. The study wanted to measure the managerial processes practiced by appropriate authorities of

the government on handling of teachers' needs and rights in public secondary schools. This means that how the managerial daily routine involves the teachers' needs and rights in public secondary schools. Three kinds of informants namely teachers' service commission officers (TSCOs), human resource officers (HROs) and school quality assurance officers (SQAOs) were involved by interview method. Three kinds of interview guides were prepared to respective groups basing on their daily routine towards handling of teachers' needs and rights in their public secondary schools.

Six questions under interview guide for TSCOs were orally attempted by the respective respondents. These questions were specifically prepared and administered to explore achievement of the first research specific objective about the managerial processes in handling of teachers' rights and needs. During the interview session, most of the responses provided were not specific to the intended concepts.

For instance, the second question under the interview guide for TSCOs asked the TSCOs to state ways used to respond towards teachers' rights and needs in public secondary schools; "2. *In what ways do you respond to teachers' rights and needs in public secondary schools?*" Most of the responses provided were in general forms.

One of the respective TSCOs, gave a general answer as said:

*"TSC as an authority towards teachers' rights and needs, we respond to teachers' complains about their rights and needs through listening and responding to teachers' concerns. Teachers come to our office with them complains such as delaying of their promotion and unequal treatment about transfer of teachers where by some teachers have been teaching at the same schools for a long period of time while others are facing transfer frequently and sometimes, they become shifted to schools in remote locations purposely".*

The response didn't state what to do with rights and what to do with needs of teachers in public secondary schools. The response didn't specify how do they respond to teachers after listening teachers complains about their rights and needs. Therefore, such situation indicates that there is insufficient service for handling of teachers' rights and needs in public secondary schools.

Another exploration for achievement of the first specific objective of this study, involved the HROs. Six questions too under interview guide were specifically prepared and administered purposely for achievement of the intended objective. During the interview session, the responses provided revealed that teachers are not satisfactory towards their rights and needs.

For example, third question under interview guide for HROs wanted respondents to give the challenges in managing teachers' rights and needs; *"3. In your experience, what are the challenges in managing teachers' rights and needs in this council?"*

All the responses revealed the dissatisfaction of teachers towards their rights and needs. Refer to the two respondents who responded to the same question, the first respondent said:

*"In working with teachers for handling of their rights and needs, there are various challenges as we need cooperation from teachers like other employees in this council. Teachers have negative perception towards HRM that it does not make considerations fully to their complains. Teachers have low self-esteem, they feel deprived of their rights, and they feel that teachers are not privileged group in professionalism. They complain a lot while they lack awareness on their rights and opportunities".*

The Second respondent supported the previous respondent through the experience of handling of teachers' needs and rights in the council and said:

*“It is obvious that HRM is responsible for handling of employees' rights and needs in the city council. The public secondary schools' teachers are inclusive. Teachers complain that there is a bureaucratic chain of handling teachers' problems by HRM and other authorities. Indeed, they complain that they delay to get their rights and needs caused by an outdated technology of handling teachers' files and their proceedings. They fail to understand that sometimes, delaying towards employees' rights and needs would cause by employees themselves due to an inaccurate data provided by them during both the commencement of their employment and their daily routine”.*

The insufficient service towards teachers' rights and needs as revealed by respondents above is a challenge to an appropriate authority to start taking further measures for improvement.

Furthermore, the exploration via interview continued by involving school quality assurance officers (SQAOs) of (n=2, 1.7%) respondents out of the intended respondents of the study (n=119, 100%). It was intended for achievement of the first research specific objective as the first two kinds of respondents were studied. The results revealed that there is insufficient service towards the teachers' rights and needs. This means that the managerial processes are unsatisfactory in handling teachers' rights and needs. Therefore, improvement is inevitable on it.

The insufficient service towards teachers' rights and needs as revealed by respective respondents, is a challenge to an appropriate authority to start taking further measures for improvement. This was witnessed by the respective respondents through interview carried out (third question under interview guide for SQAOs) about preparation of any

seminar, workshop or training on handling teachers' rights and needs; "3. *Have you prepared any seminar, workshop or training on handling teachers' rights and needs?*"

The respective SQAOs answered in the positive way towards this question. But insufficient budget is the limiting factor on it.

One of the SQAOs said:

*"It is true that seminars, workshops or training on handling of teachers' rights and needs are assistive to the appropriate staff to perform effectively and efficiently. We have started to prepare and attend seminars, workshops and training on handling of teachers' rights and needs especially involving quality assurance for secondary schools in the city council. The insufficient budget under MoEST, is the limiting factor for adequate performance of this needful activity. Therefore, some complaints involving teachers' rights and needs with school management at large have not explored in some locations hence insufficient service towards teachers' rights and needs".*

Therefore, the responses above reveal evidence that there is prevailing insufficient service towards teachers' rights and needs in public secondary schools that is why rectification of the situation is inevitable. Thereafter, the results support previous studies such as Ngirwa (2016) worked on "Bullying the Teaching Profession and Education decline: Who cares?" The study gears on exploration of the ongoing diverse changes involving psycho-social status of the teaching profession and its impact on the declination of education in Tanzania.

Another study which links to the prevailing situation involves Christine (2013) that highlighted the relationship between human resource management practices and quality service delivered in Kenya public schools gearing on Taita Taveta County. Mismanagement within interview sessions for recruitment and selection practices for

teachers in Kenya interrupts the quality of service in education sector. Other supported previous studies are Omebe (2014), Mukama (2013) and Ngirwa (2005).

#### **4.3.2 The Managerial Processes on Teachers' Citizenship Behaviours in Public Secondary Schools**

The second research specific objective intended on analyzing the managerial effect on teachers' citizenship behaviours in public secondary schools. The study wanted to measure the effect of managerial processes on teachers' citizenship behaviours in public secondary schools. This means that how the managerial daily routine enhances teachers' citizenship behaviours in public secondary schools.

Three kinds of respondents namely heads of schools, ward education officers (WEOs) and secondary education officers (SEOs) were involved by interview method. Seven interview guides were prepared to each group basing on their daily routine towards enhancing teachers' citizenship behaviours in public secondary schools. Three kinds of interview guides were prepared to intended groups of respondents. Also, seven questions under each interview guide were specifically prepared and administered to collect the required information.

Interview guide for heads of schools (n=10, 8.4%) out of sample of the study (n=119, 100%) was attempted by the respective informants. The respondents concerned heads of schools were (n=10, 100%) from public secondary schools labeled A-J that located in intended wards (n=10, 100%) as the sampling techniques directed. Refer to the summary on it in the Table 4.10.

**Table 4.10: The Selected Public Secondary Schools, their Labels and appropriate Wards**

S/N	Public Secondary School	Label of School	Ward
1.	Jangwani	A	West Upanga
2.	Zanaki	B	East Upanga
3.	Kisutu	C	Kisutu
4.	Gerezani	D	Gerezani
5.	Migombani	E	Segerea
6.	Pugu	F	Pugu
7.	Buyuni	G	Buyuni
8.	Nguvumpya	H	Chanika
9.	Zingiziwa	I	Zingiziwa
10.	Msongola	J	Msongola

**Source:** Field Data, (2021)

The public secondary schools in the Table 4.10 were selected as sampling techniques directed. Indeed, each selected school represented the remaining public secondary schools located in the respective ward. Head of school from each of the identified public secondary school was the respective respondent hence formed (n=10, 8.4%) respondents from heads of schools out of the intended respondents (n=119, 100%) of the study.

The seven (7) questions under the respective interview guide, were specifically prepared and administered to explore achievement of the second research specific objective about the managerial effect on teachers' citizenship behaviours in public secondary schools. During the interview sessions, some of the responses provided from the respondents were not specific to the intended concepts but some responses revealed the negative managerial effects towards the teachers' citizenship behaviours. For instance, fifth question under interview guide for heads of schools asked them to point out the obstacles for the fulfillment of teachers' rights and needs; "5. *What do you consider to be the obstacles for the fulfillment of teachers' rights and needs?*"

The Head of School from school G said:

*“I as head of school, it is my duty to ensure rights and responsibilities of my fellow teachers. With my working experience, fulfillment of teachers’ rights and needs face some obstacles in our daily routine at school. Teachers are not involved effectively in curriculum changes. This means that curriculum changes are unknowingly to teachers, we just directed by our superiors to respond on it. Indeed, teaching profession faced less recognition and promotion than other fields hence bring difficulties in handling rights and needs of my fellow teachers. Insufficient audio-visual teaching facilities for teachers leads difficulties for heads of schools in handling teachers’ rights and needs at schools. Starve facing teachers because of low salaries compared to work or duties they perform, makes further difficulties in handling of teachers’ rights and needs hence demoralizing teachers to work”.*

Also, another Head of School from school F replied the same question as said:

*“Within my position as head of school, I have been experiencing some obstacles for the fulfillment of teachers’ rights and needs at school. Majorly, teachers face lack of knowledge about their rights and needs. This is because some teachers are less confident in making follow up of their rights and needs. They need assistance from their superiors. Selfishness of leaders, is another obstacle for fulfillment of teachers’ rights and needs. This is because our superiors in education sector look first their rights next, they start to think about their juniors who are the majority. Their words go contrary to their actions. Limiting the access of information related to professional development and insufficient fund for enhancing teachers’ rights and needs are still further obstacles for the fulfillment of teachers’ rights and needs in schools”.*

Therefore, from the responses provided by the two respondents above, the findings of the study revealed that there is mishandling of teachers’ rights and needs hence negative managerial effect on teachers’ citizenship behaviours in public secondary schools. Also, the informants revealed that heads of schools are not aware on handling turnover intention of teachers in their schools. Last question under interview guide for heads of schools, needed the respondents to state on how they can overcome the turnover intention of teachers at their schools but the responses were insufficient to the intended concept; “7. *How do you overcome the turnover intention of teachers at*

*your schools?*” Head of School from school B, during our interview session replied as said:

*“In my school, turn over intention is the common challenge as it may happen in other public secondary schools. Unfavourable work environment for teachers involving their rights and needs enhances teachers to seek other opportunities for improvement of their lives. When such situation occurs in my school, I used to report the situation to the City Council SEO’s office hence requesting to replace those who leave job.”*

Also, another Head of School from school G during further interview sessions, replied in sense that there is lack of awareness on it as said:

*“It is true that turn over attention may happen to teachers at my school as I head the situation has been prevailing in the City Council and Country wide. The situation may interrupt the teaching program at the school due to insufficient teaching staff. We do not have such situation at my school. The government itself is the one which is responsible to replace teachers when turn over intention happen”.*

Therefore, the responses from the study findings as quoted above reveal that heads of public secondary schools are not aware with the stated situation so as to rectify their schools’ work environment. Rectification of work environment is needful for prevention of turnover intention instead of seeking for replacement of workers (teachers) who leave their teaching profession. Thus, such work environment hinders the enhancement of teachers’ citizenship in public secondary schools in the respective city and the country at large.

Interview guide for ward education officers (n=10, 8.4%) out of the intended respondents of the study (n=119, 100%) was orally responded by the respective respondents. The respondents were (n=10, 100%) ward education officers (WEOs) from selected wards (n=10, 100%) of Dar es salaam City Council. The first five wards

were selected from urban area and the remaining five wards were selected from the rural area of the City Council. The respective wards were labelled NO 1 - NO 10 purposely to simplify the study particularly for collection of data. Refer to the summary on it in the table 4.11.

**Table 4.11: The Selected Wards with their appropriate Labels**

S/N	Ward	Label
1	West Upanga	NO 1
2	East Upanga	NO 2
3	Kisutu	NO 3
4	Gerezani	NO 4
5	Segerea	NO 5
6	Pugu	NO 6
7	Buyuni	NO 7
8	Chanika	NO 8
9	Zingiziwa	NO 9
10	Msongola	NO 10

**Source:** Field Data, (2021)

The selected wards in the table 4.11, were selected as sampling techniques directed. Indeed, they represented the remaining wards located in the respective City Council. Ward education officer from each of the identified ward was the respondent to form (n=10, 8.4%) respondents from WEOs out of the intended respondents (n=119, 100%) of the study.

The seven (7) questions under the interview guide for ward education officers, were specifically prepared and administered to explore achievement of the second research specific objective about the managerial effect on teachers' citizenship behaviours in public secondary schools. During the interview sessions, some of the responses provided by the respondents were not satisfactory to the intended concepts but some responses revealed the negative managerial effects towards the teachers' citizenship behaviours.

With regard to sixth question under the interview guide for WEOs that needed the respondents to state how their offices reduce absenteeism of teachers in public secondary schools, many responses revealed presence of absenteeism for teachers in their schools; “6. *How does your office involve to reduce absenteeism of teachers in public secondary schools?*”.

The WEO from ward NO 4 responded in such a way that absenteeism of teachers is prevailing in public secondary schools as the respondent said:

*“It is true that there is absenteeism of teachers in public secondary schools in my ward. I used to make sudden visiting to schools so as to get information about attendance of teachers especially their presence for teaching in classrooms. Sometimes heads of schools themselves report directly to my office about absenteeism of teachers that interferes with teaching process at their schools. We used to share with heads of schools and teachers on how to control the absenteeism of teachers in public schools. Effects of being absent at work place and heads of schools to take measures to teachers who fail to attend at their work places by giving them verbal and letter warning are common contents to be discussed during the meetings”.*

Another WEO from ward NO 8 responded in such a way that absenteeism of teachers, is still taking place in public secondary schools hence hindering enhancement of teachers’ citizenship behaviours.

The informant said:

*“Attendance of teachers at schools is supposed to be reviewed and controlled by the school management. Heads of schools are responsible for that in sense that they have to work closely with their teachers before reporting directly to ward education office and above. They have to make sure that every day all workers/teachers sign attendance book at the morning and the time of evening when they return back to their homes. Signing attendance book is helpful since it keeps records and enhances awareness of teachers to attend at work.”*

The third respondent from ward NO 5, responded on the same question by emphasizing to involve heads of schools against absenteeism of teachers in public secondary schools.

The informant said:

*“Involvement of heads of schools against absenteeism of teachers is inevitable since they work closely with these teachers. The ward education office can assist heads of schools for those matters concern absenteeism, which proved failure at their level. I always coordinate with headmasters and headmistresses, to maintain attendance registers and asking the heads of schools to maintain friendly working environment.”*

Furthermore, the third question under interview guide for WEOs with (n=10, 100%) respondents intended the respondents to point out the obstacles for teachers’ rights and needs in public secondary schools; “3. *What do you consider to be the obstacles for teachers’ rights and needs in public secondary schools?*”.

This means that hindered teachers’ rights and needs effect negatively the flourishing of teachers’ citizenship behaviours in schools. The question was specifically prepared and administered for achievement of second research specific objective about the managerial effect on teachers’ citizenship behaviours in public secondary schools. Most of responses from the findings revealed that their obstacles which interfere with teachers’ rights and needs hence deteriorating teachers’ citizenship behaviours in public secondary schools.

For instance, during interview sessions the WEO from ward NO 3 analyzed the appropriate obstacles as said:

*“It is obvious that teachers’ rights and needs in public secondary school’s face obstacles. Heads of schools always report to my office that there is*

*delaying for the leave payment from our employer. They also report that in their schools, there is a large number of students compared to available classrooms. Shortage of audio-visual teaching and learning facilities with delaying of their promotions are still demoralizing teachers.*

Also, another WEO from ward NO10 responded to the same question during interview sessions. The response revealed that obstacles toward teachers' rights and needs are still making difficulties for teachers to work smoothly at schools. The respondent said:

*“With my experience of working in education sector, there are obstacles towards employees' rights and needs. The public secondary school teachers are among the victims. There is lack of unity among teachers and organs dealing with teaching professionalism. This means that teachers are not involved in matters concern their professionalism. Teachers face unsatisfied services given by authorities such as lack of good residents, transport, annual leave packages, etc. Indeed, teachers lack of support from the community about their rights and needs. Also, time factor is another obstacle towards teachers' rights and needs. This means that it takes long time or a number of in solving teachers' problems.”*

Therefore, the situation reported by the respondents above reveals that there is insufficient or negative managerial effect on teachers' citizenship behaviours in public secondary schools hence improvement of management in education sector is inevitable.

Interview guide for secondary education officers (SEOs) with (n=2, 1.7%) respondents out of the intended respondents of the study (n=119, 100%) was orally attempted by the respective respondents. The intended respondents were the city secondary education officers (n=2, 100%), with seven questions under the prepared interview guide purposely to explore achievement of second research specific objective. The respective objective is about the managerial effect on teachers'

citizenship behaviours in public secondary schools. During interview sessions, responses from respondents revealed the situation, which indicates that insufficient management enhances low level of teachers' citizenship behaviours in public secondary schools. During the conversations, respondents proposed further measurements to be carried out in order to improve managerial activities for flourishing of teachers' citizenship behaviours in public secondary schools.

For instance, fourth question under interview guide for SEOs (n=2, 100%) asked the respondents on what they think to be done that can enhance job satisfaction of teachers in public secondary schools; "4. *What do you think can be done to enhance job satisfaction of teachers in public secondary schools?*" The responses from the two appropriate respondents were given so that to look for further measures to improve teachers' rights and needs.

The first SEO said:

*"The motivated teachers always perform effectively and efficiently at schools. Such situation enhances commitment and volunteering of teachers in teaching and learning process. Teachers' rights and needs should be reviewed by the appropriate authorities so as to make rectification of the situation. The government through its authorities, is responsible for promotion, good salaries and allowances so as meet with teachers' rights and needs."*

The second informant supported the previous respondent by emphasizing that the situation involving promotion and good salaries for teachers in public schools should be improved. The informant said:

*"Debates are inevitable for education sector purposely for improvement of it. The situation in most public schools is bad. Insufficiency of teaching and learning facilities, buildings and teachers is the common problem in education sector. Teachers complain daily about the absence of their*

*promotion and poor salaries they get. Therefore, we need the government to rectify the situation by enhancing improvement of education sector including promotion and good salaries for teachers in public secondary schools.”*

Another exploration was done by exposing the third question under interview guide for SEOs (n=2, 100%) so as to achieve the second research specific objective about the managerial effect on teachers’ citizenship behaviours in public secondary schools. The question wanted the respondents to consider the importance of handling teachers’ needs and rights at level of their office; “*What do you consider to be the importance of handling teachers’ needs and rights in your office?*”

The question was specifically prepared and administered for achievement of second research specific objective about the managerial effect on teachers’ citizenship behaviours in public secondary schools. The responses from the respondents (n=2, 100%) revealed that the managerial effect concerning handling teachers’ rights and needs enhances conducive work environment hence teachers’ citizenship behaviours.

Refer to the responses provided by the respective SEO as the first respondent said:

*“Good handling of teachers’ rights and needs is important for effective and efficient education sector. Teachers become motivated and satisfied in their profession. Such situation enhances good work environment for teachers hence emergency of good performance. Satisfaction and motivation of teachers at schools facilitate commitment and volunteering of teachers for improvement in teaching and learning process in our public schools in our City Council.”*

The second respondent emphasized that the government via its authorities is responsible for handling of teachers’ rights and needs that enhances favourable teaching and learning situation at schools.

The informant explained:

*“Committed teachers who volunteer improvement of teaching and learning process at schools depend much on favourable work environment. We ask the government through appropriate authorities to revise and improve the handling of teachers’ rights and needs. Motivated and satisfied teachers work happily in their daily routines hence good performance. Therefore, proper handling of teachers’ rights and needs enhances good teaching and learning environment for teachers in our City Council public schools and education sector at large.*

With regard to the explored findings, all the respondents (n=2, 100%) from the respective finding of the study reveal that management has an influence on teachers’ citizenship behaviours in public secondary schools. Therefore, by basing on the involved findings the results support previous studies such as Songela (2015) about “The Effectiveness of Teachers’ Service Department in Promoting Secondary School Teachers’ Moral and Ethical Values in Tanzania: A case of Rufiji District Council”. This previous study emphasizes co-working of TSD (TSC-now) with other stakeholders and government of Tanzania at large on promoting secondary school teachers’ moral and ethical values in Tanzania. Other supported studies about it are Mkumbo (2012), Nasurdin et al. (2008), Huselid (1995) and Huselid (1993).

#### **4.3.3 The Effect of Perceived Organizational Support on Teachers’ Citizenship Behaviours in Public Secondary Schools**

The third research specific objective intended on examining the effect of perceived organizational support on teachers’ citizenship behaviours in public secondary schools. The exploration concerning achievement of the appropriate objective involved the respondents who were teachers (n= 90, 75.6%) of public secondary schools out of the intended respondents of the study (n=119, 100%). The respondents

were selected from public secondary schools labeled A-J that located in intended wards (n=10, 100%) as the sampling techniques directed. Refer to the summary on it in the Table 4.12.

**Table 4.12: The Selected Public Secondary Schools, their Labels and Appropriate Wards**

S/N	Public Secondary School	Label of School	Ward
1.	Jangwani	A	West Upanga
2.	Zanaki	B	East Upanga
3.	Kisutu	C	Kisutu
4.	Gerezani	D	Gerezani
5.	Migombani	E	Segerea
6.	Pugu	F	Pugu
7.	Buyuni	G	Buyuni
8.	Nguvumpya	H	Chanika
9.	Zingiziwa	I	Zingiziwa
10.	Msongola	J	Msongola

**Source:** Field Data, (2021)

The public secondary schools in the Table 4.12 were selected as sampling techniques directed. Indeed, each selected school represented the remaining public secondary schools located in the respective ward. Nine respondents (n=9, 100%) were randomly selected from each identified public secondary school hence (n=90, 75.6%) respondents from teachers in the city council out of the intended respondents (n=119, 100%) of the study.

Two sets of questionnaires were specifically concerning perceived organizational support and teachers' citizenship behaviours. Eight (8) items under perceived

organizational support basing on 8-item Survey of Perceived Organizational Support (SPOS) were specifically prepared on examining the prevailing of the mentioned concept in public secondary schools. Thereafter, twenty (20) items under teachers' citizenship behaviours were specifically prepared on examining too the existence of the mentioned concept. The researcher had an opinion that teachers' citizenship behaviours effected directly from perceived organizational support in public secondary schools. The questionnaires were administered to the respondents (n=90, 75.6%) out of the intended respondents (n=119, 100%).

A researcher calculates adjusted odds ratio (AOR) by controlling gender, working experience, age and education level to establish the effect of perceived organizational support on teachers' citizenship behaviours in public secondary schools reflecting data in appendix IV. The p-value less than 5% indicate the significant effect, otherwise not; while the adjusted odds ratio of less than one (AOR<1) indicates low effect, one (AOR=1) indicate no effect and greater than one (AOR>1) indicate high effect. Table 4.13 documents the results.

**Table 4.13: The Adjusted Odds Ratio for the Effect of Perceived Organizational Support on Teachers' Citizenship Behaviours in Public Secondary Schools**

Variable	Incorrect TCB	Correct TCB	AOR@	CI, 95%	p-value
POS (Low support)	26(54.17%)	22(45.83%)	1		
POS (High support)	11(26.73%)	31(58.49%)	6.61	1.986-22.023	0.0004

@Gender, working experience, age and education level, POS=perceived Organization Support, TCB=Teachers' Citizenship Behaviours, CI= confidence level.

**Source:** Field Data, (2021)

Results from Table 4.13 indicate that adequate organization support contributes to correct teachers' citizenship behaviours (58.49%) while inadequate organization support (54.17%) contributes to incorrect teachers' citizenship behaviours. The effect of perceived organization support on teachers' citizenship behaviours was statistically significant ( $p=0.0004$ ) with adjusted odd ratio (AOR=6.61, CI= 1.986-22.023).

Therefore, from the findings analyzed above, the study reveals that there is sufficient effect of perceived organizational support on teachers' citizenship behaviours in public secondary schools. Hence this indicates a need of improvement by appropriate managerial practices in handling of teachers' needs and rights being inevitable to enhance the required level of POS.

The results supported previous studies such as Ngirwa (2018) about "Understanding Teachers' Perception on Organizational Support in Tanzanian Secondary Schools". This previous study revealed low perceived organizational support and dissatisfaction of teachers in Tanzanian secondary schools. Managerial attention is emphasized on energizing POS through required ethical leadership and effective HRM practices. Other supported previous study includes Farooqi et al. (2019). Azim and Dora (2016), Chiaburu et al. (2015) and Owusu Mensah (2014).

## **CHAPTER FIVE**

### **RESEARCH SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents summary of the findings, conclusions and recommendations for this study enhancing administrative action and for further research. The prevailing study intended to explore perceived organization support on teachers' citizenship behaviours in public secondary schools in Dar es Salaam City Council. The research findings were presented, analyzed and discussed geared on three research specific objectives and questions of the study. Given to the present situation in education sector, it was worth to carry out the study on whether what was examined by previous researchers do happen in public secondary schools too in Tanzania context.

#### **5.2 Summary of the Study**

The study aimed to investigate perceived organizational support on teachers' citizenship behaviours in public secondary schools in Dar es salaam City Council. The study was motivated by assumption that teachers have been facing many problems that depleted their employees' citizenship behaviours caused by insufficient perceived organizational support. The existing situation about teachers leading to the lowering of effectiveness and efficiency in education system at large.

The first objective aimed to examine the managerial processes in handling of teachers' rights and needs in public secondary schools. The second objective aimed at analyzing the managerial processes on teachers' citizenship behaviours in public secondary schools. The third objective was to examine the effect of perceived organizational

support on teachers' citizenship behaviours in public secondary schools in Dar es salaam City Council reflecting the Tanzania context.

The review of related literature was conducted to highlight the related studies about perceived organizational support on organizational citizenship behaviours in different countries. Organizational Support Theory (OST) and Social Exchange Theory (SET) were used in this study to guide the investigation about perceived organizational support on teachers' citizenship behaviours.

The conceptual model of the study illustrates the independent variable (perceived organizational support) involving fairness, improved job conditions and rewards with staff systems in place. Indeed, the conceptual model illustrates the dependent variable (teachers' citizenship behaviours) that involves job commitment and volunteering.

The study adopted a cross-sectional design with mixed approach. In data collection, two instruments were used namely questionnaire and interview. The first tool was used to collect data among 90 teachers from 10 selected public secondary schools by using purposive and random simple sampling. The second instrument was involved to collect data among 10 Heads of schools from the same selected public secondary schools, 10 WEOs from selected 10 wards, 3 TSCOs, 2 SEOs, 2 HROS and 2 SQAOs.

The participants under interview, were purposely selected due to their roles and responsibilities they possess. Generally, purposive or judgement sampling and simple random sampling were used for collection of primary data in this study.

### **5.3 Summary of the Research Findings**

The findings presented, analyzed and discussed in the previous chapter (chapter four) also they can be summarized relying on research objectives. The appropriately summary is organized accordingly hence making link to the relevant literature as chapter two of the study highlighted the and empirical literature of this study. Chapter two bring out the actual meaning of collected data linking to the research objectives intending at exploring perceived organizational support on teachers' citizenship behaviours in public secondary schools in Dar es salaam City Council reflecting the Tanzania context.

The involved respondents were (n=119, 100%) who categorized as public secondary schools' teachers with respondents (n=90, 75.6%), heads of public secondary schools with respondents (n=10, 8.4% %), ward education officers (WEOs) with respondents (n=10, 8.4%) and city secondary education officers (SEOs) with respondents (n=2, 1.7%). Indeed, district teachers' service commission officers (SQAOs) with respondents (n=3, 2.5%), district school quality assurance officers (TSCOs) with respondents (n=2, 1.7%) and city human resource officers (HROs) with respondents (n=2, 1.7%) were involved in the study.

The first research specific objective aimed at examining the managerial processes in handling of teachers' needs and rights in public secondary schools. The study revealed that the managerial processes are insufficient in handling the teachers' needs and rights in public secondary schools. Some of the respondents from TSCOs (n=3, 2.5%), SQAOs (n=2, 1.7%) and HROs (n=2, 1.7%) out of intended respondents of the study (n=119, 100%) highlighted that teacher complain a lot and they lack awareness on

their rights and opportunities. Furthermore, they reported that bureaucratic chain of handling teachers' problems and outdated technology of handling teachers' files with their proceedings are still challenging teachers in public secondary schools.

The findings revealed that there is insufficient service by management (appropriate authorities) towards teachers' rights and needs in public secondary schools. All the responses revealed dissatisfaction of teachers towards their rights and needs. Therefore, further measures by the respective authorities are inevitable for improvement in handling of teachers' rights and needs. Authorities such as TSC, SQA as well as the government of Tanzania (URT) should play their role accordingly towards teachers' rights and needs in public secondary schools in Tanzania.

The second research specific objective aimed at analyzing the managerial effect on teachers' citizenship behaviours in public secondary schools. The researcher explored it by involving respondents to collect the relevant information (primary data) for achievement of the intended research specific objective. According to the findings, the study revealed that there is insufficient or negative managerial effect on teachers' citizenship behaviours in public secondary schools. Some of the respondents from Heads of Schools (n=10, 8.4%), WEOs (n=10, 8.4% and SEOs (n=2, 1.7%) out of the intended respondents of the study (n=119, 100%) provided the responses to clarify the situation. Responses included delaying of teachers' promotion, shortage of teaching books with learning materials, delaying for the leave payment from their employer and unsatisfied services given by authorities including houses and other remunerations.

Other respondents waved towards obstacles for the fulfillment of teachers' rights and needs. The analyzed obstacles include selfishness of their leaders; limitations on accessibility of information related to professional development and insufficient fund for enhancing teachers' rights and needs. Other obstacles alarming the situation are lack of support from the community and time factor in sense that it takes long time (years) in solving teachers' problems.

With regards to the findings, the study revealed presence of insufficient or negative managerial processes on teachers' citizenship behaviours in public secondary schools. Therefore, rectification of managerial processes on teachers' citizenship behaviours is needful. The appropriate obstacles already mentioned above, that hinder implementation of managerial processes should be reviewed and minimized if not eliminated by the respective authorities and the government of Tanzania (URT) at large.

The third research specific objective aimed at examining the effect of perceived organizational support on teachers' citizenship behaviours in public secondary schools. The researcher involved teachers with respondents (n=90, 75.6%) out of the intended respondents (n=119, 100%) of the study.

With regards to relevant findings, the study revealed that there is insufficient effect of perceived organizational support on teachers' citizenship behaviours in public secondary schools in Dar es salaam City Council. Responses revealed low perceived organizational support and dissatisfaction of teachers in public secondary schools. Therefore, improvement by appropriate practitioners (policy makers) is inevitable to enhance the required standard of their relationship between the two variables.

#### **5.4 Implications of the Results**

The research general objective which was to investigate the relationship between perceived organizational support and teachers' citizenship behaviours in public secondary schools in Dar es salaam City Council proved that perceived organizational support (POS) affects teachers' citizenship behaviours (TCBs). With regard to findings, it was reflected that POS towards teachers was insufficient. Majority complains a lot, have low self-esteem, feel deprived of their rights and not privileged like other fields.

Therefore, improvement is inevitable to rectify the existing insufficient effect of perceived organizational support on teachers' citizenship behaviours. Rectification is needful to enhance effective and efficient public secondary schools in Dar es salaam City Council and the country at large.

#### **5.5 Conclusion of the Study**

Research objectives have been addressed from the first chapter up to the present chapter purposely for enhancing several contributions towards widening the theoretical understanding about the perceived organizational support on teachers' citizenship behaviours in public secondary schools. Relevant findings revealed that perceived organizational support has direct influence on teachers' citizenship behaviours in public secondary schools. It is in the sense that high POS means emergence and promotion of positive teachers' citizenship behaviours and when POS becomes low enhances negative teachers' citizenship behaviours. The negative teachers' citizenship behaviours are indicated by common professional misconduct acts such as financial mismanagement, teachers' turnover, negligence of duty and

absenteeism. Generally, low standard of commitment and volunteering for employees in an organization introduces an indicator of low POS by the employer.

Basing on the first research specific objective, which focused on the managerial processes in handling of teachers' needs and rights in public secondary schools, the findings revealed managerial processes are insufficient. Responses from appropriate respondents included teachers complain a lot and they lack awareness on their rights and opportunities. Furthermore, they responded that bureaucratic chain of handling teachers' problems and outdated technology of handling teachers' files with their proceedings are still challenging teachers in public secondary schools. Therefore, responsible authorities such as Human Resource Management (HRM), Teachers' Service Commission (TSC) as well as the government itself are informed to rectify the situation.

With regards to the second research specific objective that focused on the managerial effect on teachers' citizenship behaviours in public secondary schools, the findings highlighted that there is insufficient or negative managerial effect on teachers' citizenship behaviours in public secondary schools. Responses from the respective respondents included delaying of teachers' promotion and shortage of teaching books with learning materials. Other responses were delaying for the leave payment from their employer and unsatisfied services given by authorities including houses and other remunerations. Therefore, rectification of the situation by the respective authorities such as HRM, TSC and the government at large is needful in public secondary schools.

With reference to the third research specific objective that focused on the effect of perceived organizational support on teachers' citizenship behaviours in public secondary schools, the findings revealed insufficient existing relationship between the two variables. The researcher analyzed the data involving questionnaire from respondents (n=90, 75.6%) selected from public secondary schools' teachers out of the intended respondents (n=119, 100%) of the study.

This means that the study proved insufficient relationship between perceived organizational support and teachers' citizenship behaviours in public secondary schools in Dar es salaam City Council. Therefore, improvement by appropriate practitioners such as policy makers and supervisors for education is inevitable to enhance the required standard.

## **5.6 Recommendations**

With regards to the findings and observations, the researcher intends to put forwards recommendations relying on two categories namely recommendations for action and recommendations for further studies.

### **5.6.1 Recommendations for Action**

Public institutions (authorities) have to develop a comprehensive effort in recognizing, valuing and considering employees in order to improve the organizational citizenship behaviours. By so doing may lead to the emergence and promotion of commitment and volunteering to employees for effective and efficient organizations. For instance, teachers with standard level of citizenship behaviours are active agents for flourishing and further development of their public schools in education sector.

The findings of this study revealed that teachers in public secondary schools are not well informed towards their rights and needs caused by limitations on accessibility of information related to professional development carried by the respective authorities. With regards to the findings of the study, respondents complained that curriculum changes are unknowingly to teachers. Therefore, respective practitioners are responsible to ensure that teachers have a right of being enhanced to get relevant information about their rights and needs.

Lack of fund for enhancing teachers' rights and needs was revealed too by the study findings. The responsible authorities and the government have to rectify the intended budget for improvement of handling of teachers' needs and rights. Accessibility of teachers' needs and rights conduce work environment hence emergence and promotion of teachers' citizenship behaviours in public secondary schools and education sector at large.

### **5.6.2 Recommendations for Further Studies**

This study sought to investigate the effect of perceived organizational support on teachers' citizenship behaviours in public secondary schools in Dar es salaam Council. It was conducted only in ten public secondary schools. The study covered only public secondary schools in education sector, in future a broader study may be conducted in other institutions of education sector. It is therefore suggested that a similar study should be conducted to a larger population involving different education institutions in different settings in Tanzania. The study will investigate whether there is existence of relationship between perceived organizational support and employees'

citizenship that enhances job commitment and volunteering. Therefore, the following titles are suggested for further study:

- (i) Perceived Organizational Support on Teachers' Citizenship Behaviours in Non-governmental Secondary Schools in Tanzania.
- (ii) Perceived Organizational Support on Teachers' Citizenship Behaviours in Non-Governmental Primary Schools in Tanzania.
- (iii) Perceived Organizational Behaviours on Teachers' Citizenship Behaviours in Public Primary Schools in Tanzania.
- (iv) Perceived Organizational Support on Lecturers' Citizenship Behaviours in Higher Learning Institutions in Tanzania.

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## APPENDICES

### **Appendix I: Interview Guide for Teachers' Service Commission Officers, Human Resource Officers and Education Inspectors**

My name is **Godlove E. Ndingala**, a Master student from The Open University of Tanzania. I am conducting research on **PERCEIVED ORGANIZATIONAL SUPPORT ON TEACHERS' CITIZENSHIP BEHAVIOURS IN PUBLIC SECONDARY SCHOOLS IN DAR ES SALAAM CITY COUNCIL** as a requirement for partial fulfillment of a Master of Education in Administration, Planning and Policy Studies-M. Ed (APPS). I am kindly asking for your assistance by answering questions. Please kindly be assured that the information you provide is for academic purpose only and indeed your identity will be treated as high confidential. Furthermore, your support and participation in this study are inevitable hence will be highly appreciated.

#### **PART A: Background**

S/N	CATEGORY	SUB-CATEGORY	PUT (√) WHERE APPLICABLE
1	Gender	Male	
		Female	
2	Age (Years)	26-35	
		36-45	
		46-55	
		56-Above	
3	Level of Education	Diploma in Education	
		Degree and above	
4	Work Experience (Years)	0-5	
		6-10	
		11-15	
		16-20	
		21-Above	

**PART B: Concerning the managerial processes in handling of teachers needs and rights in public secondary schools in Dar es salaam City Council**

**(i) Interview Guide for Teachers' Service Commission Officers**

1. What are teachers' rights do you handle in your office? Please explain.
2. In what ways do you respond to teachers' rights and needs in public secondary schools?
3. What do you consider to be the importance of handling teachers' needs and rights in your office?
4. How does your office enhance self-fulfillment and positive mood of teachers at work in public secondary schools?
5. What do you think are the preventive measures against turnover intention of teachers in public secondary schools?
6. How do you link the role played by Teachers' Service Commission to the teachers' citizenship behaviours in public secondary schools?

**(ii) Interview Guide for Human Resource Officers**

1. How do you collect teachers' concerns from schools?
2. In what ways do you handle teachers' rights and needs in this council?
3. In your experience, what are the challenges in managing teachers' rights and needs in this council?
4. Have you prepared any seminar, workshop or training on handling teachers' rights and needs?
5. How do you link the City Council support to fulfill teachers' needs and rights?
6. To what extent your office has been promoting teachers' citizenship behaviours in public secondary schools?

**(iii) Interview Guide for Education Inspectors**

1. How do you handle teachers' concerns in inspection processes?
2. On your view, how important is teachers in schools?
3. Have you attended any seminar, workshop or training on handling teachers' rights and needs?
4. What is your role in fulfilling teachers' rights and needs in public secondary schools?
5. In your normal inspection activities in schools, how do you enhance teachers' satisfaction?
6. To what extent your inspection activities have been encouraging teachers' citizenship behaviours in public secondary schools?

**THANK YOU FOR YOUR COOPERATION**

**Appendix II: Interview Guide for Heads of Schools, Ward Coordinators and  
Secondary Education Officers and Teachers' Service**

My name is **Godlove E. Ndingala**, a Master student from The Open University of Tanzania. I am conducting research on **PERCEIVED ORGANIZATIONAL SUPPORT ON TEACHERS' CITIZENSHIP BEHAVIOURS IN PUBLIC SECONDARY SCHOOLS IN DAR ES SALAAM CITY COUNCIL** as a requirement for partial fulfillment of a Master of Education in Administration, Planning and Policy Studies-M. Ed (APPS). I am kindly asking for your assistance by answering questions. Please kindly be assured that the information you provide is for academic purpose only and indeed your identity will be treated as high confidential. Furthermore, your support and participation in this study are inevitable hence will be highly appreciated.

**PART A: Background**

S/N	CATEGORY	SUB-CATEGORY	PUT (√) WHERE APPLICABLE
1	Gender	Male	
		Female	
2	Age (Years)	Below 25	
		26-35	
		36-45	
		46-55	
		56-Above	
3	Level of Education	Diploma in Education	
		Degree and above	
4	Work Experience (Years)	0-5	
		6-10	
		11-15	
		16-20	
		21- Above	

**PART B: Concerning the managerial effect on teachers' citizenship behaviour in public secondary schools.**

**(i) Interview guide for Heads of Schools**

1. What do you consider to be teachers' needs?
2. What are the teachers' rights?
3. How do you handle teachers' concerns in this school?
4. How do you handle teachers' rights and needs at your school?
5. What do you consider to be the obstacles for the fulfillment of teachers' rights and needs at your school?
6. How do you embrace organizational commitment and loyalty of teachers at your school?
7. How do you overcome the turnover intention of teachers at your school?

**(ii) Interview Guide for Ward Coordinators**

1. What is your role in promoting teachers' rights in public secondary schools?
2. How do you respond to teachers' rights and needs in public secondary schools?
3. What do you consider to be the obstacles for teachers' rights and needs in public secondary schools?
4. How does your office embrace organizational commitment and loyalty of teachers in public secondary schools?
5. What are the preventive measures at your level against turnover intention of teachers in public secondary schools?
6. How does your office involve to reduce absenteeism of teachers in public secondary schools?

7. How do you involve to overcome the negative workplace behaviour of teachers in public secondary schools?

**(iii) Interview Guide for Secondary Education Officers**

1. What is the role of your office in promoting teachers' rights in public secondary schools?
2. How does your office involve for teachers' needs in public secondary schools?
3. What do you consider to be the importance of handling teachers' needs and rights in your office?
4. What do you think can be done to enhance job satisfaction of teachers in public secondary schools?
5. In what ways do you respond to teachers' negative workplace behaviour in public secondary schools?
6. How does your office involve to reduce turnover intension of teachers in public secondary schools?
7. At your administrative level, how do you promote attitudes and well-being of teachers in public secondary schools?

**THANK YOU FOR YOUR COOPERATION**

### Appendix III: Questionnaires for Public Secondary Schools' Teachers

My name is **Godlove E. Ndingala**, a Master student from The Open University of Tanzania. I am conducting research on **PERCEIVED ORGANIZATIONAL SUPPORT ON TEACHERS' CITIZENSHIP BEHAVIOURS IN PUBLIC SECONDARY SCHOOLS IN DAR ES SALAAM CITY COUNCIL** as a requirement for partial fulfillment of a Master of Education in Administration, Planning and Policy Studies-M. Ed (APPS). I am kindly asking for your assistance by filling out questionnaire. Please kindly be assured that the information you provide is for academic purpose only and indeed your identity will be treated as high confidential. Furthermore, your support and participation in this study are inevitable hence will be highly appreciated.

#### PART A: Background

S/N	CATEGORY	SUB-CATEGORY	PUT (√) WHERE APPLICABLE
1	Gender	Male	
		Female	
2	Age (Years)	Below 25	
		26-35	
		36-45	
		46-55	
		56-Above	
3	Level of Education	Diploma in Education	
		Degree and above	
4	Work Experience (Years)	0-5	
		6-10	
		11-15	
		16-20	
		21- Above	

**PART B: Concerning the effects of Perceived organizational support on teachers' citizenship behaviours in public secondary schools in Dar es salaam City Council.**

- (i) Please respond accordingly to the hereunder statements by putting a tick (✓) to your choice indicating the level of agreement, disagreement or Neutral in the table below;

Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly Agree=5

S/N	STATEMENT	RESPONSES				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	<b>PERCEIVED ORGANIZATIONAL SUPPORT</b>					
1	The organization values my contribution to its well-being.	1	2	3	4	5
2	The organization fails to appreciate any extra effort from me.	1	2	3	4	5
3	The organization would ignore any complaint from me.	1	2	3	4	5
4	The organization really cares about my well-being	1	2	3	4	5
5	Even if I did the best job possible, the organization would fail to notice	1	2	3	4	5
6	The organization cares about my general satisfaction at work.	1	2	3	4	5
7	The organization shows very little concern for me.	1	2	3	4	5
8	The organization takes pride in my accomplishments at work	1	2	3	4	5

	<b>ORGANIZATIONAL (EMPLOYEES') CITIZENSHIP BEHAVIOURS</b>	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		1	Inadequate teaching and learning facilities lower job satisfaction to teachers.	1	2	3
2	Good work environment of teachers is needed for higher performance ratings in schools.	1	2	3	4	5
3	Teachers' daily routine is affected by negative work place behaviour existing among teachers in public secondary schools.	1	2	3	4	5
4	Teaching effectively is experienced to	1	2	3	4	5

	teachers with organizational commitment and loyalty.					
5	Most of the teachers in public secondary schools have been facing turnover intention.	1	2	3	4	5
6	Teaching and learning process in schools can be affected by impersonal tension to teachers.	1	2	3	4	5
7	Self-confidence to teachers has been leading to their positive self-evaluation at our school.	1	2	3	4	5
8	Teachers' daily routine has been affected by the work-family conflict of teachers at our school.	1	2	3	4	5
9	Both teachers and the management are responsible for reduction of absenteeism of teachers in schools.	1	2	3	4	5
10	Teaching and learning process is interrupted by the existing workload and work stress of teachers.	1	2	3	4	5
11	The employer has been controlling the reduction of turnover intention among teachers.	1	2	3	4	5
12	Poor work environment is the major source of burnout to teachers in public secondary schools.	1	2	3	4	5
13	Achievement of the intended goals among teachers has been interrupted by role conflicts.	1	2	3	4	5
14	Effective teaching of teachers in schools failed due to lack of attitudes and well-being of teachers.	1	2	3	4	5
15	Teaching and learning process needs physical and mental health of teachers at our school.	1	2	3	4	5
16	Performance of students at our school indicates Productivity and efficiency of teachers.	1	2	3	4	5
17	Both employer and teachers are responsible for enhancement of a more attractive work place.	1	2	3	4	5
18	Performance at our school implies quantity and quality of production by teachers.	1	2	3	4	5
19	Committed and confident teachers embrace operating efficiency at school.	1	2	3	4	5
20	Teachers are not well adapted to environmental changes at our school.	1	2	3	4	5

**THANK YOU FOR YOUR COOPERATION**

### Appendix IV: The Effect of Perceived Organizational Support on Teachers'

#### Citizenship Behaviours in PublicSecondary Schools

S/N	STATEMENT	RESPONSES			
		Disagree	Neutral	Agree	Total
	<b>PERCEIVED ORGANIZATIONAL SUPPORT</b>				
1	The organization values my contribution to its well-being.	8(8.9%)	30(33.3%)	52(57.8%)	90(100%)
2	The organization fails to appreciate any extra effort from me.	39(43.3%)	20(22.2%)	31(34.3%)	90(100%)
3	The organization would ignore any complaint from me.	45(50%)	26(28.9%)	19(21.1%)	90(100%)
4	The organization really cares about my well-being	14(15.6%)	35(38.9%)	41(45.6%)	90(100%)
5	Even if I did the best job possible, the organization would fail to notice	41(45.6%)	22(24.4%)	27(30%)	90(100%)
6	The organization cares about my general satisfaction at work.	20(22.2%)	34(37.8%)	36(40%)	90(100%)
7	The organization shows very little concern for me.	36(40%)	24(26.7%)	30(33.3%)	90(100%)
8	The organization takes pride in my accomplishments at work	20(22.2%)	26(28.9%)	44(48.9%)	90(100%)
	<b>ORGANIZATIONAL (EMPLOYEES') CITIZENSHIP BEHAVIOURS</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Total</b>
1	Inadequate teaching and learning facilities lower job satisfaction to teachers.	8(8.9%)	6(6.7%)	76(84.4%)	90(100%)
2	Good work environment of teachers is needed for higher performance ratings in schools.	2(14.4%)	20(22.2%)	57(63.3%)	90(100%)
3	Teachers' daily routine is affected by negative work place behaviour existing among teachers in public secondary schools.	13(14.4%)	20(15.6%)	72(80%)	90(100%)
4	Teaching effectively is experienced to teachers with organizational commitment and loyalty.	4(4.4%)	14(15.6%)	72(80%)	90(100%)
5	Most of the teachers in public secondary schools have been facing turnover intention.	12(13.3%)	32(35.6%)	46(51.1%)	90(100%)
6	Teaching and learning process in schools can be affected by impersonal tension to teachers.	15(16.7%)	14(15.6%)	61(67.8%)	90(100%)
7	Self-confidence to teachers has been leading to their positive self-evaluation at our school.	5(5.6%)	7(7.8%)	78(86.7%)	90(100%)
8	Teachers' daily routine has been affected by the work-family conflict of teachers at our school.	27(30%)	20(22.2%)	43(47.8%)	90(100%)
9	Both teachers and the management are responsible for reduction of absenteeism of teachers in schools.	11(12.2%)	8(8.9%)	71(78.9%)	90(100%)
10	Teaching and learning process is interrupted by the existing workload and work stress of teachers.	12(13.3%)	13(14.4%)	65(72.2%)	90(100%)
11	The employer has been controlling the reduction of turnover intention among	15(16.7%)	31(34.4%)	44(48.9%)	90(100%)

	teachers.				
12	Poor work environment is the major source of burnout to teachers in public secondary schools.	6(14.4%)	13(14.4%)	71(78.9%)	90(100%)
13	Achievement of the intended goals among teachers has been interrupted by role conflicts.	17(18.9%)	29(32.2%)	44(48.9%)	90(100%)
14	Effective teaching of teachers in schools failed due to lack of attitudes and well-being of teachers.	24(26.7%)	9(10%)	57(63.3%)	90(100%)
15	Teaching and learning process needs physical and mental health of teachers at our school.	5(5.6%)	6(6.7%)	79(87.8%)	90(100%)
16	Performance of students at our school indicates Productivity and efficiency of teachers.	2(2.2%)	16(17.8%)	72(80%)	90(100%)
17	Both employer and teachers are responsible for enhancement of a more attractive work place.	5(5.6%)	15(16.7%)	70(77.8%)	90(100%)
18	Performance at our school implies quantity and quality of production by teachers.	7(7.8%)	19(21.1%)	64(71.1%)	90(100%)
19	Committed and confident teachers embrace operating efficiency at school.	3(3.3%)	22(24.4%)	65(72.2%)	90(100%)
20	Teachers are not well adapted to environmental changes at our school.	35(38.9%)	29(32.2%)	26(28.9%)	90(100%)

**Source:** Field Data, (2021)

## Appendix V: Research Clearance Letter

### THE OPEN UNIVERSITY OF TANZANIA

#### DIRECTORATE OF POSTGRADUATE STUDIES

P.O. Box 23409  
Dar es Salaam, Tanzania  
<http://www.out.ac.tz>



Tel: 255-22-2668992/2668445  
ext.2101  
Fax: 255-22-2668759  
E-mail: [dpgs@out.ac.tz](mailto:dpgs@out.ac.tz)

REF: PG201900229

4<sup>th</sup> November, 2021

City Director,  
Dar es Salaam City Council,  
P. O. Box 20950,  
**DAR ES SALAAM.**

#### RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1<sup>st</sup> March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1<sup>st</sup> January 2007. In line with the Charter, the Open University mission is to generate and apply knowledge through research.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Mr. Godlove Edson Ndingala** No: **PG201900229** pursuing **Masters of Education in Administration, Planning and Policy Studies M. Ed (APPS)**. We here by grant this clearance to conduct a research titled **"Perceived Organizational Support on Teachers' Citizenship Behaviours in Public Secondary Schools in Dar Es Salaam City Council "**. He will collect his data in your city council between 8<sup>th</sup> to 30<sup>th</sup> November 2021.

In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O. Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly, thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours Sincerely,

Prof. Magreth S. Bushesha  
For: **VICE CHANCELLOR**  
**THE OPEN UNIVERSITY OF TANZANIA**

**THE UNITED REPUBLIC OF TANZANIA**  
**PRESIDENT'S OFFICE**  
**REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT**

ILALA DISTRICT  
 Phone Address:  
 Phone No: 2203185/2203182



DISTRICT COMMISSIONER'S OFFICE  
 ILALA DISTRICT,  
 1 RASHIDI KAWAWA ROAD,  
 P. O. Box 15486,  
 12880 DAR ES SALAAM

In reply quote: Ref. No: AB.60/87/01/

Date: 18<sup>th</sup> November 2021

Assistant Secretary  
 Teachers Service Commission  
 Ilala District  
 P.O.BOX  
 Dar es salaam

**RE: RESEARCH PERMIT**

Prof./Dr./Mr./Mrs./Ms./Miss GODLOVE EDSON NDINGALA  
 from The OPEN UNIVERSITY OF TANZANIA... she/he  
 permitted to undertake a field work research on "PERCEIVED ORGANIZATIONAL  
 SUPPORT AND TEACHERS' CITIZENSHIP BEHAVIORS IN PUBLIC  
 SECONDARY SCHOOLS IN DSM CITY COUNCIL"  
 case study at Ilala District from 18/11/2021 to 30/11/2021....

Therefore, you are asked to give the said researchers necessary assist  
 Cooperation.

  
 For District Administrative Secretary  
 ILALA

**DISTRICT ADMINISTRATIVE SECRETARY**  
**ILALA - DISTRICT**

Copy:

GODLOVE EDSON NDINGALA ✓  
P.O. BOX 70930, DAR ES SALAAM  
 Principal/Vice Chancellor,  
THE OPEN UNIVERSITY OF TANZANIA  
DAR ES SALAAM.

**THE UNITED REPUBLIC OF TANZANIA**  
**PRESIDENT'S OFFICE**  
**REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT**

ILALA DISTRICT  
 Phone Address:

Phone No: 2203185/2203182

In reply quote: **Ref. No:** AB.60/87/01/



DISTRICT COMMISSIONER'S OFFICE  
 ILALA DISTRICT,  
 1 RASHIDI KAWAWA ROAD,  
 P. O. Box 15486,  
**12880 DAR ES SALAAM**

Date: 18<sup>th</sup> November 2021

District School Quality Assurer  
 Ilala District  
 P.O.BOX  
 Dar es salaam

**RE: RESEARCH PERMIT**

Prof./Dr./Mr./Mrs./Ms./Miss. GODLOVE EDSON NDI NGALA.....  
 from The OPEN UNIVERSITY OF TANZANIA..... she/he has been  
 permitted to undertake a field work research on "PERCEIVED ORGANIZATIONAL  
 SUPPORT AND TEACHERS' CITIZENSHIP BEHAVIOURS IN PUBLIC  
 SECONDARY SCHOOLS IN DDM CITY COUNCIL....." The  
 case study at Ilala District from 18/11/2021 to 30/11/2021.....

Therefore, you are asked to give the said researchers necessary assistance and Cooperation.

*Fslo*  
 For District Administrative Secretary  
 ILALA

**For DISTRICT ADMINISTRATIVE SECRETARY  
 ILALA - DISTRICT**

Copy: GODLOVE EDSON NDI NGALA  
P. O. BOX 70930, DAR ES SALAAM  
 Principal/Vice Chancellor,  
THE OPEN UNIVERSITY OF TANZANIA  
DAR ES SALAAM

**JAMHURI YA MUUNGANO TANZANIA**



**OFISI YA RAIS**  
TAWALA ZA MIKOA NA SERIKALI ZA MITAA  
HALMASHAURI YA JIJI LA DAR ES SALAAM



Kumb. Na:DCC/

Tarehe: 30/11/2021

Mkuu wa shule,  
Shule ya Sekondari, **Jangwani, Zanaki, Kisutu, Gerezani, Migombani**  
**Msongola, Zingiziwa, Nguvu mpya, Buyuni na Pugu.**  
**DAR ES SALAAM.**

Yah: **RUHUSA YA NDUGU GODLOVE EDSON NDIINGALA KUFANYA UTAFITI**  
**( RESEARCH )**

2. Tafadhali rejea somo tajwa hapo juu.

Halmashauri ya Jiji la Dar es salaam imemruhusu ndugu **Godlove Edson Ndingala** kutoka **Chuo Kikuu Huria cha Tanzania** kufanya utafiti kuhusu jinsi gani Mwajiri analeta na kujenga tabia ya Uzalendo wa Watumishi ( **Walimu**) **Wakuu wa shule na Maafisa Elimu** Kata katika Shule yako kuanzia tarehe **08/11/2021** hadi tarehe **30/11/2021**.

3. Hivyo mpokee na kumpa ushirikiano kulingana na mahitaji yake.

4. Nakutakia utekelezaji mwema.

  
Mwl. Mussa Ally

Kny: **MKURUGENZI WA JIJI LA DAR ES SALAAM**

**Nakala.**

- Mkurugenzi,  
**Halmashauri ya Jiji la Dar es Salaam (alone kwenye jalada).**
- **Ndugu Godlove Edson Ndingala**