Effects of Organisational Climate and Health on Teachers' Organisational Citizenship Behaviour

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Abstract

This study tested whether contextual factors of organisational climate and organisational health would significantly count in teachers' organisational citizenship behaviour. Two hundred and seven (207) teachers randomly sampled from secondary schools in an education zone in Ogun State, Nigeria participated in the study. Measures included Organisational Citizenship Behaviour Scale (Settoon & Mossholder, 2002), Organisational Climate Descriptive Questionnaire (Hoy *et al.*, 1991) and Organisational Health Inventory (Hoy *et al.*, 1991). Analysis was done using the Multiple Regression Analysis with results tested for significance at the .05 level. Results revealed that organisational climate significantly accounted for 19.2% of the variance in the overall organisational citizenship behaviour with supportive behaviour as potent factors. Organisational health significantly predicted 29.3% of the variance in the overall organisational citizenship behaviour. It was concluded that organisational climate and organisational health would significantly predict individual-based, organisation-based and total organisational citizenship behaviour. Implications of the findings and recommendations for research and practice were made.

Keywords: Organisational Citizenship Behaviour, Organisational Climate, Organisational Health, Teachers

1. Introduction

Recent developments in the world of work require dedicated workers who would voluntarily take up tasks even beyond their line of schedule. Teaching as a service job has been with low pay but high stress. These two factors have negative implications for in-role job performance and specifically for extra-role job performance. The success of schools fundamentally depends on teachers willingness to go above and beyond their call of duty, namely to exhibit Organisational Citizenship Behaviour (OCB; Somech & Ron, 2007). Aside from in-role job performance as work behaviour, OCB has been recognized as an extra-role performance defined as "… individual behaviour that is discretionary, not directly or explicitly recognized by the formal rewards system, and that in the aggregate promoted the effective functioning of the organisation" (Organ, 1988:4). This makes workers to go an extra mile into the performance of in-role or prescribed responsibilities (van Dyne, Cunnings, & Parks, 1995). OCB has been reemphasized as individual helping behaviours and gestures that are organisationally beneficial, but are not formally required (Organ, 1990).

Studies have focused on four major factors of OCBs. These are; individual characteristics (Bateman & Organ, 1983; Smith, Organ, & Near, 1983), which are concentrated on workers morale, positional, role perception, and demographic factors. Others are task characteristics, organisational characteristics and leadership behaviours. Contextual factors have also been considered in organisational citizenship behaviour. This is borne on the premise that behaviour is a consequence of both heredity and environment. Behaviour is as a matter of fact, contingent upon the environment and climate. It would therefore be expected that organisational climate and organisational health would influence workers OCB.

Relationships have been observed between organisational citizenship behaviour and variables like citizenship behaviour and the quantity and quality of work group performance (Podsakoff, Ahearne, & MacKenzie, 1997), employee engagement (Abd-Allah, 2016; Babcock-Roberson & Strickland, 2010; Chieh-Peng Lin, 2010; Runhaar, Konermann, & Sanders, 2013; Wickramasinghe & Perera, 2014), high school teachers' performance (Khazaei, Khalkhali, & Eslami, 2011), job performance (Anvari, Chikaji, & Abu Mansor, 2015; Khazaei, Khalkhani, & Eslami, 2011; Tehran, Abtahi, & Esmaeili, 2013), job satisfaction (Abdul Rauf, 2015; Bateman & Organ, 1983; El Badawy, Trujillo-Reyes, & Magdy, 2017; Foote & Tang, 2008; Ikonne, 2015; Lee & Allen, 2002; Organ & Konovsky, 1989; Smith *et al.*, 1983; William & Anderson, 1991), organisational climate (Gheisari, Sheikhy, & Salajeghe, 2014), organisational commitment (Afshe & Monsavi, 2015; Bisotoon, Khabat, & Seddegheh, 2013; Khaleh & Naji, 2016; Hasani, Boroujerdi, & Sheikhesmaeili, 2013; Rashidi, Gheisari, & Farokhian, 2014; Somech & Bogler, 2002), organisational performance (Nielsen, Hrivnak, Shaw, 2009) and productivity (Salajeghe, Madahian, Meftah, Nejad, 2014). Reciprocal relationship has also been found with counterproductive work behavior (Dalal, 2005; Diefendorff, Brown, Kamin, & Lord, 2002; Haworth, & Levy, 2001; Spector & Fox, 2002; Zaman, Ali, & Afridi, 2002; 2011),

Organisational climate has earlier been defined as the "relatively enduring quality of the internal environment of an organization that (a) is experienced by its members, (b) influences their behaviour, and (c) can be described in terms of the values of a particular set of characteristics (or attitudes) of the organization" (Taguiri

& Litwin, 1968: 27). Three common elements emerged from the definition. Organisational climate is seen to have persistent or enduring quality, it can be measured or described, and it influences workers behaviour (Field & Abelson, 1982). Organisational climate refers to a set of memorable properties of the work environment that are perceived by the people who live and work in it, with resultant effects on their motivation and behaviour. It refers to the meaningful interpretation of a work environment by the people in it (Kopelman, Brief, & Guzzo, 1990). On a meta-level therefore, organisational climate refers to psychological atmosphere, while on the operational level, it refers to organisational interpersonal and individual dimensions (Cilliers & Kossuth, 2002).

Whereas climate is perhaps the least tangible aspect of organisational life, it has very potent and tangible effects on workers and the organisation on the long run. Research have sought and in fact confirmed relationships between organisational climate and job related variables such as job satisfaction (Adeniji, 2011; Adeyemi, 2008; Donald, 2010; Gratto, 2001; Peek, 2003; Rahimic, 2013; Repetti & Cosmas, 1991; Sheinfeld & Zalkind, 1987). Organisational climate has also been found to be related not only to job satisfaction but also such factors as communication skills of managers (Alipour, 2011), conflict management and job performance (Karami & Pourhassan, 2016), intention to leave, quality to services and client outcomes (Bednar, 2003; Glisson & Hemmelgarn, 1998; Silver, Poulin, & Manning, 1997), and organisational citizenship behaviour (Gheisari, Sheikhy, & Derakhshan, 2014; Gheisari, Sheikhy, & Salajeghe, 2014).

Organisational climate has again been found to be related to organisational commitment (Gheisari, Sheikhy, & Derakhshan, 2014; Gheisari, Sheikhy, & Salajeghe, 2014; Pourkiani, Farokhian, & Gheisari, 2014; Pourkiani, Tafreshi, & Ghochani, 2014), organisational culture (McMurray, 2003), organisational health (Mohammadi, Hashemi, & Abbasi, 2014), job involvement (Pourkiani *et al.*, 2014; Gheisari, Sheikhy, & Derakhshan, 2014; Gheisari, Sheikhy, & Salajeghe, 2014), job performance (Abdel-Razak, 2011; Mahmudiha, 2016; Mohammadi *et al.*, 2014), and quality practice (Yoo & Brooks, 2005), and teacher efficacy (Hoy & Woolfolk, 1993). School climate in actual fact advances staff's commitment, and loyalty (Aarons & Sawitzky, 2006). Positive organisational climate also augments teachers' professional commitment (Jiang, 2005).

Though, studies establishing the relationship between organisational climate and organisational citizenship behaviour have not been extensive, it has been found that organisational climate is related to organisational citizenship behaviour with organisational commitment as a mediator (Chaing, 2002). The intervening effects of organisational climate between organisational processes and job satisfaction have also been ascertained (Lawler, Hall, & Oldham, 1974).

Organisational health is another factor that could come to influence the organisational citizenship behaviour of workers. Organisational health has been described as "an organization's ability to function effectively, to cope adequately, to change appropriately and to grow from within" (Hill, 2003; 1). It is "a complex social system of patterned interactions among people" (Yukl, 2006; 432). This interaction among people is critical to the success or failure of creating a healthy organization (Katzenbach & Smith, 2003; Lencioni, 2002; Nonaka & Takeuchi, 1995; Yukl, 2006). A healthy organization is that which is effective in the traditional sense (e.g., profitable) but at the same time promotes employee well-being (Jaffee, 1995). It has been argued that both organisational effectiveness and employee well-being are associated with an emphasis on employee needs, fairness, cooperation, and reduction of conflict (Sauter, Lim, & Murphy, 1996).

Positive relationships have been observed between organisational health and variables like effectiveness of principals (Shariatmadari, 2009), effectiveness of teachers (Hoy & Woolfolk, 1993), teachers' perception of principals' performance (Baharamian & Saeidian, 2013), job performance (Fard & Ranjbarian, 2015), quality of work life (Heydari, Mobarakeh, & Torabi, 2015; Saedi, Khalatbari, & Murinajafabadi, 2010), organisational maturity (Talaee, & Shahtalebi, 2014). Relationship between organisational health and organisational commitment (Farzad, Arab, & Ganji, 2014; Hayat, Kohoulat, Kojuri, & Faraji, 2015; Bahramian, & Saeidian, 2013) and especially that of teachers (Nabipour, Zainally, & Rahmani, 2014; Shirali; Feizi, & Alipour, 2013). Negative relationships have been found to exist between organisational health and workplace bullying (Gholamzadeh & Khazareh, 2012).

At the institutional level, organisational health entails institutional integrity which illustrates a school with uprightness in its educational programmes. Such school is not susceptible to constricted and vested interests of community groups. Teachers are protected from perverse demands from both the parents and the community. At the managerial level, organisational health engrosses an initiating structure which involves task- and achievement-oriented behaviours. The principal makes his or her expectations clear to the teachers and uphold explicit performance standards. Again, consideration is another principal behaviour which absorbs friendliness, support, and collegiality. Whereas, principal influence is the principal's ability to persuasively and effectively affect the actions of superiors, resource support refers to a school where adequate classroom and instructional supplies are made available. At the technical level however, organisational health necessitates morale which is the sense of trust, confidence, enthusiasm, and friendliness teachers feel good about each other and, at the same time, their sense of job accomplishment. In accordance with the organisational health approach theory, a lack of incentives and motivation leads to decreased morale and feeling distressed (Cotton, 2001). And academic

emphasis refers to the schools press for achievement.

As effective leaders seek to create an organization that is capable of growth and success, they must be attentive to all aspects that contribute to the overall health of the organization (Fullan & Miles, 1992; Katzenbach & Smith, 2003; Lencioni, 2002; Nonaka & Takeuchi, 1995; Schein, 1996). The concern of this study is to determine whether contextual factors of organisational climate and organisational health would significantly count in teachers' OCB. It was therefore hypothesized that: (i) organisational climate would significantly predict teachers' organisational citizenship behaviour; and (ii) organisational health would significantly predict teachers' organisational citizenship behaviour.

2. Method

2.1 Participants

The participants for this study consisted of 207 teachers who were sampled randomly from 20 secondary schools in an education zone in Ogun State, Nigeria. Out of the sample, 103 (49.8%) were male. Sixty eight (32.9%) are holders of NCE, 113 (54.6%) are holders of bachelor's degrees while 26 (12.5%) hold master's degree. One hundred and eighty-nine (91.3%) of the sample are on full time employment, 18 (8.7%) are on part time employment.

2.2 Measures

2.2.1 Organizational Citizenship Behaviour Scale.

Organizational citizenship behaviour was measured using eight out of the 14- item scale developed by Settoon and Mossholder (2002). Four of the items were used to assess person-focused citizenship behaviour with sample item as "I listen to my co-workers when they have to get something off of their chests" while another four items were used to measure organization-focused citizenship behaviour with sample item as "I assist co-workers with heavy workloads even though it is not part of my job." A five-point response format with *strongly disagree* (1) and *strongly agree* (5) as end-points was used. The coefficient alpha of .94 and .96 were reported for person-focused citizenship behaviour and organization-focused citizenship behaviour subscales respectively by James (2005).

2.2.2 Organizational Climate Descriptive Questionnaire (OCDQ-RS).

Organizational Climate was measured using the Organizational Climate Descriptive Questionnaire (OCDQ-RS) developed by Hoy, Tarter, and Kottkamp (1991). The scale consisted of 52 items with five dimensions vis-à-vis supportive behaviour, directive behaviour, engaged behaviour, frustrated behaviour, and intimate behaviour. Responses vary along a 4-point scale defined by the categories 1 = rarely occurs, 2 = sometimes occurs, 3 = often occurs, and 4 = very frequently occurs. High reliability indices have been reported for each of the subscales of the instrument; Supportive (.91), Directive (.87), Engaged (.85), Frustrated (.85), and Intimate (.71). The construct validity of the instrument have been established by Hoy *et al.* (1991) and Hoy and Tarter (1997). In addition, the predictive validity has been established (Hoy *et al.* 1991).

2.2.3 Organizational Health Inventory (OHI-S).

Organizational health was measured with the Organizational Health Inventory (OHI-S) developed by Hoy *et al.* (1991). The scale is a 44-item instrument which consisted of seven dimensions; institutional integrity, initiating structure, consideration, principal influence, resource support, morale, and academic emphasis. Responses vary along a four-point scale defined by the categories 1 = rarely occurs, 2 = sometimes occurs, 3 = often occurs, and 4 = very frequently occurs. The reliability scores for the scales were relatively high ranging from Cronbach Alpha of .87 for Principal Influence to .95 for Resource Support. The construct validity of the concept of organizational health has been established (Hoy *et al.*, 1991; Hoy & Tarter, 1997). Also, the predictive validity has been ascertained (Hoy *et al.*, 1991).

2.3 Procedure

The researcher visited the sampled schools and sought permission from the school head to conduct the study. Teachers were met in the staffrooms and the purpose of the research was explained to them. Only teachers who expressed the desire to participate in the study by their verbal consent were sampled. The instruments were administered and collected back immediately. The data obtained from the instruments were analysed using the Multiple Regression Analysis (stepwise) to test the research hypotheses and results were tested for significance at the .05 level.

3.Results

3.1Preliminary Analysis

Means and standard deviation for the factors of the variables measured in the study are presented in Table 1.

Table 1: Descriptive Statistics of the Subscales of the Study
(n = 207)

	Min.	Max.	M	SD	Skewness	Kurtosis
Supportive Behaviour	9.00	28.00	17.723	3.994	.192	-.086
Directive Behaviour	7.00	25.00	16.034	3.204	.170	.223
Engaged Behaviour	16.00	37.00	26.498	4.909	.168	-.710
Frustration Behaviour	6.00	18.00	11.358	3.019	.209	-.699
Intimate Behaviour	4.00	15.00	8.860	2.486	.077	-.793
Institutional Integrity	9.00	27.00	16.396	3.924	.180	-.527
Initiating Structure	5.00	20.00	14.227	3.252	-.286	-.219
Consideration	6.00	20.00	13.884	3.350	.049	-.584
Principal Influence	7.00	19.00	12.541	2.821	-.010	-.664
Resource Support	5.00	20.00	12.362	3.289	.040	-.566
Morale	9.00	36.00	24.710	4.929	-.153	-.005
Academic Emphasis	9.00	32.00	22.126	5.076	.160	-.490
OCB - Person	4.00	20.00	13.594	3.739	-.843	.078
OCB - Organisational	4.00	20.00	13.295	3.222	-.570	.306
OCB - Total	10.00	40.00	26.889	6.299	-.699	.036

The results in Table 2 indicated that organisational citizenship behaviour is related to only supportive and engaged behaviour on dimensions of organisational climate without significant relationship with directive behaviour, frustrating behaviour and intimate behaviour. However, organisational citizenship behaviour is related to all but only of the factors of organisational health. Organisational citizenship behaviour is related positively with initiating structure, consideration, principal influence, resource support and morale but not with institutional integrity.

Table 2: Inter-correlations between the Variables of the Study and their Sub-dimensions

	OCB	OCBP	OCBO	SB	DB	EB	FB	IB	II	IS	CO	PI	RS	MO	AE
organisational citizenship behaviour	-														
person	.919**	-													
organisational	.889**	.635**	-												
supportive behaviour	.320**	.336**	.234**	-											
directive behaviour	-.040	-.085	.020	.145*	-										
engaged behaviour	.397**	.355**	.364**	.439**	.230**	-									
frustration behaviour	-.120	-.158*	-.051	-.048	.183**	.001	-								
intimate behaviour	.116	.023	.201**	.378**	.446**	.350**	.295**	-							
institutional integrity	.133	.064	.186**	.174**	.247**	.322**	.361**	.337**	-						
initiating structure	.438**	.494**	.283**	.478**	.163*	.538**	-.187**	.135	.149*	-					
consideration	.549**	.507**	.485**	.487**	.030	.546**	-.185**	.156*	.158*	.675**	-				
principal influence	239**	.204**	.232**	.194**	.304**	.388**	.129	.241**	.471**	.382**	.435**	-			
resource support	.274**	.264**	.229**	.105	.148*	.361**	.148*	.387**	.435**	.417**	.429**	.448**	-		
Morale	.346**	.306**	.321**	.407**	.148*	.577**	-.187**	.272**	.324**	.626**	.558**	.392**	.514**	-	
academic emphasis	.299**	.277**	.263**	.253**	.242**	.528**	-.103	.201**	.266**	.602**	.394**	.454**	.399**	.710**	-

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

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

NOTE: OCB = organisational citizenship behaviour; OCBP = person; OCBO = organisational; SB = supportive behaviour; DB = directive behaviour;

EB = engaged behaviour; FB = frustration behaviour; IB = intimate behaviour; II = institutional integrity; IS = initiating structure; CO = consideration;

PI = principal influence; RS = resource support; MO = morale; AE = academic emphasis

Table 3: Independent t-test Analysis of Sex Differences in Organisational Citizenship Behaviour

	Male (n = 103)		Female (n = 104)		
	Mean	Std. Dev.	Mean	Std. Dev.	Statistics
OCB - I	13.330	4.122	13.856	3.316	$t_{(205)} = -1.011$; $p = .313$
OCB - O	13.476	3.383	13.115	3.060	$t_{(205)} = .804$; $p = .422$
OCB - Total	26.806	7.017	26.971	5.529	$t_{(205)} = -.188$; $p = .851$

The results in Table 3 revealed that there are no significant differences in participants' individual, organisational and total organisational citizenship behaviour.

3.2Multiple Regression Analysis

The results of the Multiple Regression Analysis of the prediction of organisational citizenship behaviour from organisational climate and organisational health are presented in Tables 4 and 5.

Table 4: Multiple Regression Analysis of the Prediction of Organisational Citizenship Behaviour from Organizational Climate

	R^2	F	B	Std. Error	β	Tolerance	VIF
OCB - Person	.218	11.200***					
supportive behaviour			.235***	.068	.251	.731	1.368
directive behaviour			-.156	.082	-.134	.788	1.268
engaged behaviour			.234***	.055	.308	.757	1.322
frustration behaviour			-.117	.082	-.094	.877	1.140
intimate behaviour			-.139	.119	-.092	.624	1.604
OCB - Organisational	.158	7.526***					
supportive behaviour			.045	.061	.056	.731	1.368
directive behaviour			-.111	.073	-.111	.788	1.268
engaged behaviour			.208***	.049	.317	.757	1.322
frustration behaviour			-.074	.074	-.070	.877	1.140
intimate behaviour			.180	.106	.139	.624	1.604
OCB - Total	.212	10.812***					
supportive behaviour			.280*	.115	.178	.731	1.368
directive behaviour			-.268	.139	-.136	.788	1.268
engaged behaviour			.442***	.092	.345	.757	1.322
frustration behaviour			-.191	.139	-.092	.877	1.140
intimate behaviour			.041	.201	.016	.624	1.604

The results in Table 4 revealed that organisational climate significantly accounted for 19.8% of the variance in organisational citizenship behaviour (person) with supportive behaviour and engaged as potent separate factors. Organisational climate also significantly predicted 13.7% of the variance in organisational citizenship behaviour (organization) with only engaged behaviour as the potent individual factor. Again organisational climate significantly accounted for 19.2% of the variance in the overall citizenship behaviour with consideration as the only significant separate factor. The null hypothesis which stated that organisational climate would not significantly predict teachers' organisational citizenship behaviour was therefore rejected by this finding. In essence, organisational climate would significantly count in the OCB of teachers.

Table 5: Multiple Regression Analysis of the Prediction of Organisational Citizenship Behaviour from Organization Health

	R^2	F	B	Std. Error	β	Tolerance	VIF
OCB - Person	.308	12.635***					
institutional integrity			-.007	.068	-.007	.675	1.481
initiating structure			.344**	.107	.299	.398	2.512
consideration			.397***	.098	.356	.451	2.219
principal influence			-.085	.103	-.064	.575	1.738
resource support			.069	.086	.060	.606	1.650
morale			-.088	.075	-.116	.359	2.783
academic emphasis			.034	.068	.046	.404	2.472
OCB - Organisational	.265	10.240***					
institutional integrity			.099	.061	.121	.675	1.481
initiating structure			-.167	.095	-.168	.398	2.512
consideration			.531***	.087	.552	.451	2.219
principal influence			-.067	.092	-.058	.575	1.738
resource support			-.028	.076	-.028	.606	1.650
morale			.012	.066	.018	.359	2.783
academic emphasis			.089	.061	.140	.404	2.472
OCB – Total	.317	13.201***					
institutional integrity			.092	.114	.057	.675	1.481
initiating structure			.177	.180	.091	.398	2.512
consideration			.928***	.164	.493	.451	2.219
principal influence			-.151	.172	-.068	.575	1.738
resource support			.041	.144	.021	.606	1.650
morale			-.076	.125	-.060	.359	2.783
academic emphasis			.123	.114	.099	.404	2.472

The results in Table 5 indicated that organisational health significantly accounted for 28.3% of the variance in organisational citizenship behaviour (person) with initiating structure and consideration as potent

separate factors. Organisational health also significantly predicted 23.9% of the variance in organisational citizenship behaviour with only consideration as the potent individual factor. Again organisational health significantly accounted for 29.3% of the variance in the overall organisational citizenship behaviour with consideration as the only significant separate factor. The null hypothesis which stated that organisational health would not significantly predict teachers' organisational citizenship behaviour was therefore rejected by this finding. In essence, organisational climate would significantly count in the OCB of teachers.

4.   Discussion

This study determined whether organisational climate and organisational health would predict organisational citizenship behaviour (OCB) among secondary school teachers. Findings indicated that both organisational climate and organisational health would significantly account for teachers OCB.

The findings of the present study are not contradictory but supportive to the contention that there could actually be contextual implications to OCB. Even though studies directly relating organisational climate and health to OCB are scare, organisational climate has been specifically found to be related to OCB (Oplatka, 2006; DiPaola & Tschannen-Moran, 2001). Oplatka (2006) found components of teacher OCB to include supportive behaviours toward students and colleagues, initiation of changes and innovations in teaching, strong orientation toward the organization, and strong loyalty to the teaching profession. A variety of determinants of teacher OCB were also identified to incorporate such factors as the school principal, the teacher's character, and the school's climate.

Organisational citizenship behaviour has been described as individual's behaviour that is discretionary, not directly or explicitly recognized by the formal rewards system, and that in the aggregate promoted the effective functioning of the organisation (Organ, 1988) and could be influenced by such factors as dispositional and situational. Studies have however linked some of the expected factors of OCB to organisational climate and organisational health.

Organisational health as measured by the Organizational Health Inventory (OHI-S) was developed along a seven dimensional model which would be estimated to have significant influence on OCB. Whereas the present study noted initiating structure and consideration as potent factors in person-oriented OCB, consideration was the only potent factor in organization-oriented and total OCB of teachers. Initiating structure as a component of organisational health has been identified to be the much frequently realized in schools (Cemaloglu, 2006). It is therefore not surprising that teachers would react to such factors with resultant influence on their extra-role behaviour. Consideration appears to be a consistent factor of organisational health which influences. Since consideration is principal's behaviour that is friendly, supportive, and collegial wherein the principal looks out for the welfare of teachers and is open to their suggestions, it would actually be expected to impact OCB.

Organisational climate as measured by the Organizational Climate Descriptive Questionnaire (OCDQ-RS) was developed along a five-dimensional model. These dimensions include: supportive behaviour, directive behaviour, engaged behaviour, frustrated behaviour, and intimate behaviour. It is not surprising that these factors together would predict OCB. It was observed that principal supportive behaviour and engaged behaviour specifically predicted person-oriented OCB and total OCB. Also engaged behaviour was potent in predicting organization-based OCB. These findings are not amazing but revealing. Studies have found the principal to be a significant factor in teachers works attitude and behaviour. Supportive behaviour has generally been known to influence the performance of duty.

Principals are strong factors in teachers OCB. Studies have shown various aspects of principal influence on OCB. For example, Nguni, Sleegers and Denessen (2006) examined the effects of transformational and transactional leadership on teachers' job satisfaction, organisational commitment, and OCB in the context of schools. Findings show that transformational leadership dimensions have strong effects on OCB. Transformational leadership had significant add-on effects to transactional leadership in prediction of OCB. By their findings job satisfaction mediates the effects of transformational leadership on teachers' organisational commitment and organisational citizenship behaviour. Haworth and Levy (2001) also found that perception of procedural justice and the appraisal system in organizations interact with OCB. Those who believe that OCBs are worthwhile, influenced by direct and indirect rewards, will do more of them. Williams, Pitre and Zainuba (2002) had again reported that OCB increases when employees viewed fair treatment by supervisors as more positive.

As far back as 1968, it has been concluded that climates which result in "high job satisfaction create (a) the arousal of some positive motivational tendency, (b) attitudes appropriate to (and opportunities for) motivated behaviour, and (c) appropriate reward for such behaviour" (Litwin & Stringer, 1968 p. 138). Kopelman *et al.*, 1990) indicated that considerable research indicated that organisational climate is associated with job satisfaction. Numerous studies however have associated job satisfaction with pro-social organisational behaviours exhibited by members who have positive perceptions of their organization (Aarons & Sawitzky, 2006; Organ, 1988).

Somech and Ron (2007) through a mixed model analysis found that supervisor support and

collectivism were positively related to OCB, whereas a negative relationship was found between negative affectivity and OCB. Positive affectivity did not show any significant relationship with OCB. Furthermore when these individual and organisational variables were examined simultaneously, collectivism proved to be the most effective predictor of OCB. Collectivism however, is a variable influenced by the environment. This made them to suggest that researchers should focus more attention on characteristics of organisational context as related to or predictive of OCB. It was concluded with serious emphasis that schools are powerful suppliers of norms to their teachers, and exchange relationships that form within the schools, as well as collective values may partly determine the level of OCB in the teachers.

Also using a hierarchical regression analyses, Bogler and Somech (2005) revealed that teacher empowerment played an important role in mediating the relationship between teachers' participation in decision making and OCB. Involvement in decision making processes induces teachers to take on new roles and have a more direct impact on school life, which in turn lead them to invest extra efforts in achieving school goals. It has been observed that decision making, self-efficacy, and status were significant predictors of OCB. Participation in decision making and self-efficacy develop within the environment in which the organisational climate and organisational health are very paramount.

Individual teacher's responses to the organisational climate are definitely influenced by personal factors. These personal factors as gender, age, status, and experience may mediate the relationship between organisational climate/ health and OCB. Oplatka (2006) had identified a variety of determinants of teacher OCB to include such factors as the school principal, the teacher's character, and the school's climate.

5.   Conclusions

It was concluded from the findings of this study that organisational climate and organisational health as contextual variables within the organization, significantly count in teacher's organisational citizenship behaviour. Factors such as supportive behaviour, engaged behaviour and consideration are important for teachers to be involved in extra-role tasks.

6.   Recommendations

Based on the findings of this study, it was recommended that school management should ensure that contextual variables of organisational climate and organisational health should be put in place. Specifically, activities and policies that could enhance teachers' supportive and engaged behaviour should be encouraged. Participation in decision making would be a very rewarding policy in schools.

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