



**MAKERERE**

**UNIVERSITY**

**MAKERERE UNIVERSITY BUSINESS SCHOOL**

TEACHER COMPETENCE, PSYCHOLOGICAL CAPITAL, ORGANISATIONAL CITIZENSHIP  
BEHAVIOUR, WORK-LIFE BALANCE AND TEACHER ENGAGEMENT

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JOSEPH MULUMBA JAGGWE

(Hon. BGC)

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**PLAN A**

**June 2014**

**DECLARATION**

I, Mulumba Joseph Jaggwe, do declare that the work presented in this dissertation is my original work. It has never been presented to any other University or institution of higher learning for the award of any academic qualification.

Signature: .....

Date: .....

MULUMBA JOSEPH JAGGWE

STUDENT

**APPROVAL**

This is to certify that this dissertation has been submitted in partial fulfillment of the requirements of the award of a Master's of Human Resource Management with our approval as University supervisors.

Signature: ..... Date: .....

Professor John. C. Munene

Makerere University Business School

Signature: ..... Date: .....

Dr. James Kagaari.

Makerere University Business School

## **DEDICATION**

I would like to dedicate this piece of work to my grandmother Mrs. Muyingo Christine Nansamba, my daughter Nassuna Kimberly Junilla Kirabo. You gave me the reason to study, inspired me to work hard, and encouraged me never to give up.

Thank you

May God bless you abundantly.

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## LIST OF ACRONYMS

P.T.A: Parents Teachers Association.

Psycap: Psychological Capital

H.R: Human Resource

I.E.: That Is To Say

E.G.: For Example

O.C.B: Organizational Citizenship Behavior

UNEB: Uganda National Examination Board

MoE and Sports: Ministry of Education and Sports

## ABSTRACT

The purpose of the study was to establish the relationship between teacher Competences, psychological capital, Organisational Citizenship Behaviour, Work-Life Balance and Teacher Engagement in a few selected Secondary Schools in Former Kabarole District. A cross sectional survey design was adopted and data collected through the use of both quantitative and qualitative techniques. The researcher used the convenience random sampling design, and questionnaires were distributed to a representative sample of 264 respondents.

The Bivariate correlation results revealed a positively significant relationship between teacher competences and Organisational citizenship behaviour ( $R=.42$ ,  $P \leq .01$ ), psychological capital and organisational citizenship behaviour ( $R=.40$ ,  $P \leq .01$ ), and work-life balance and teacher engagement ( $R=.25$ ,  $P \leq .01$ ).

The 'adjusted R square' results from the multiple regression analysis showed an 8% explanation of teacher engagement. The most predictor of teacher engagement is work-life balance with a Beta= .272,  $t= 4.375$ ,  $sig= .000$ , psychological capital and organisational citizenship behavior respectively. The  $F=5.689$ ,  $P= .000$  values indicate that these variables are statistically significant predictors of Teacher Engagement.

The research therefore recommended that Management in secondary schools should endeavour to put in place flexible work arrangement to enable teachers strike a balance between their work and non work lives. School managements should also equip and support teachers with the necessary skills and competences that enable them to be psychologically competent, and nurture O.C.B and other aspects that foster teacher engagement.

Schools (both primary and secondary), vocational and higher institutions of learning are advised to impart vital skills like public speaking to their students. In addition to the content offered by the curriculum, trainees like teachers, need to be equipped with leadership skills and ethics. Therefore proprietors of institutions of learning need to develop a vision for their centre that is beyond the curriculum and policies laid down by the ministry of education and sports to put their trainees at an advantage in the East African job market. Various skills have been diagnosed as missing in most of today's graduates thus explaining the vice in our society such as teachers' disengagement that has manifested in form of, teachers having sexual relationships with their students while others defile and rape their pupils as well as students, corruption, theft, violence and other forms of moral decadence.

## CHAPTER ONE

### Introduction

#### 1.1. Background of the study

Teachers identified by students as role models in an educational context play a particularly important role in students' learning process (Shein & Chiou, 2011). For this cause, teachers need to enhance subject matter knowledge, professionalism skills that increase a sense of balance between work and personal life, career development and personal growth such as communication skills, public speaking skills, leadership skills, evaluation and problem solving skills and ethics (John Chrysostom Muyingo, August 26, 2013) while exploring their teaching practices (Selvi, 2010). If managed well (Selvi, 2010), employees may work towards fulfilling organisational mandates thus the tendency by schools to put more focus on the teaching roles of teachers in classroom is a problem that requires management in schools to substantially look at (Muyingo, 2013).

Current research (see for instance, Norman, Avey, Nimnicht, Nancy, 2010) suggests that an employee's level of positive psychological capital is linked to the probability that the employee will engage in Organizational Citizenship Behaviors (OCB). A positive individual construct, psychological capital is generally oriented towards goal success through one's ability to find various ways (hope) to success, some of which might be creative and thus not part of the 'formal' task role. Case in point being resilient when need be in order to persist in the direction of goal attainment (Norman et al., 2010), confidence in one's abilities and for that reason not afraid to try original methods, and optimistic about the future such that, a positive orientation is maintained.



There is a logical and practical association between each of these qualities, as well as in combination with each other, and extra-role behaviors to help achieve that success, both individually and organizationally (Norman et al., 2010).

Coordinating interactions among different players participating in a school system is essential for academic success of a school (Tumwesigye, 2008). While struggling to reach the goals of the school in a way that can positively influence the behaviour of students and teachers, communication and partnership among participants (administrators, teachers and students) is very important (Tumwesigye, 2008).

According to Musingo, (2013), in addition to the content offered by the curriculum, proprietors of schools need to equipped their staff with leadership skills and ethics as well as develop a vision for their centre that is beyond the curriculum and policies laid down by the ministry of education and sports. An assortment of skills have been identify as missing in most of today's graduates thus explaining the vice in our society such as teachers' disengagement that is manifesting in form of, teachers having sexual relationships with their students while others defile and rape their students, corruption, theft, neglect of duty and other forms of moral decadence (Musingo, 2013). This is due to management in schools being only beholden on the curriculum.

For example Mr. Mwebaza (not real name) a teacher of English and literature loved teaching and spent most of his free time in the school's library doing research on what he was to teach. Due to his commitment and devotion Mwebaza's students excelled both at Ordinary level and Advanced level examination, something that earned him a good reputation. Mr. Mwebaza was able to serve the school in many positions of management.

These among others included, head of the disciplinary committee, head of music, dance and drama and later on a deputy head teacher.

Over time, Mwebaza's efforts to stay focused and committed to his work began to decline. He began drinking alcohol so heavily and most of the time while at school Mwebaza was drunk. Other times he could appear at school with wet trousers something that affected his trust and respect amongst his fellow teachers and students thus affecting his performance. Unlike before Mr. Mwebaza started coming late for lessons and on other days he could miss his lessons, this affected the performance of his students. As it was the school's policy, Mr. Mwebaza was given a verbal warning and later on a warning letter following his adamant refusal to change behaviour.

The warnings all fell on deaf ears as he continued with the drinking habit and missing lessons, this forced the head teacher with support from the school's board of governors to terminate his services with the school. It was learnt later on that Mwebaza also had unresolved issues with his family due to the limited time he gave.

If they are to yield functional synergies and create a constructive school traditions that nurture growth, effectiveness and efficiency of teachers, Schools proprietors need to pay attention to not only extra skills and teaching roles of teachers in classroom (content material offered) but also have to put in place flexible work schedules along with devising techniques that nurture teacher engagement, work-personal life balance and competences of available human resources while managing their talents.

## **1.2. Statement of the Problem**

Most teachers' exhibit disengaged behaviors at school. Teacher disengagement has manifested in form of teachers having sexual relationships with students, defilement and rape of students by teachers, corruption and bribery, swindling of students' payment to Uganda Examination board, government and donor aid to schools theft of school property, neglect of duty to mention but a few (Muyingo, 2013). This could be attributed to compromise of grades for money, work-family conflicts that are a resultant of failure to strike a balance between work and social roles, lack of effective gears by schools that could nurture the preferred teacher competences, engagement and extra role behaviors as well as a teacher's low levels of confidence, hope, resilience and self efficacy.

## **1.3. Purpose Of The Study**

The research sought to establish a relationship between Teacher Competence, Psychological Capital, Organisation Citizenship Behavior, Work Life Balance and Teacher Engagement.

## **1.4. Research Objectives**

This study was guided by the following objectives.

- To identify the relationship between Psychological Capital and Organizational Citizenship Behavior.
- To identify the relationship between Teacher Competences and Organizational Citizenship Behavior.
- To identify the relationship between Psychological Capital and Work-Life Balance

- To identify the relationship between Organizational Citizenship Behavior and teacher engagement.
- To identify the relationship between Work-Life Balance and Teacher Engagement.
- To identify the relationship between teacher competences and Work-Life Balance

### **1.5. Research Questions**

The study was guided by the following research questions.

- What is the relationship between Teacher Competences and Organizational Citizenship Behaviour?
- What is the relationship between Psychological Capital and Organizational Citizenship Behaviour?
- What is the relationship between Psychological Capital and Work-Life Balance?
- What is the relationship between Organizational Citizenship Behaviour and Teacher Engagement?
- What is the relationship between Work life balance and Teacher Engagement?
- What is the relationship between teacher competences and Work-Life Balance?

### **1.6. Conceptual Scope of the Study**

The study was carried out in a few selected secondary schools in and around Kabarole district, in Western Uganda. The participants of this research project were teachers and focus was put on their competence, psychological capital, organisational citizenship behaviour, work-life balance and teacher engagement. The study took place in 2012.

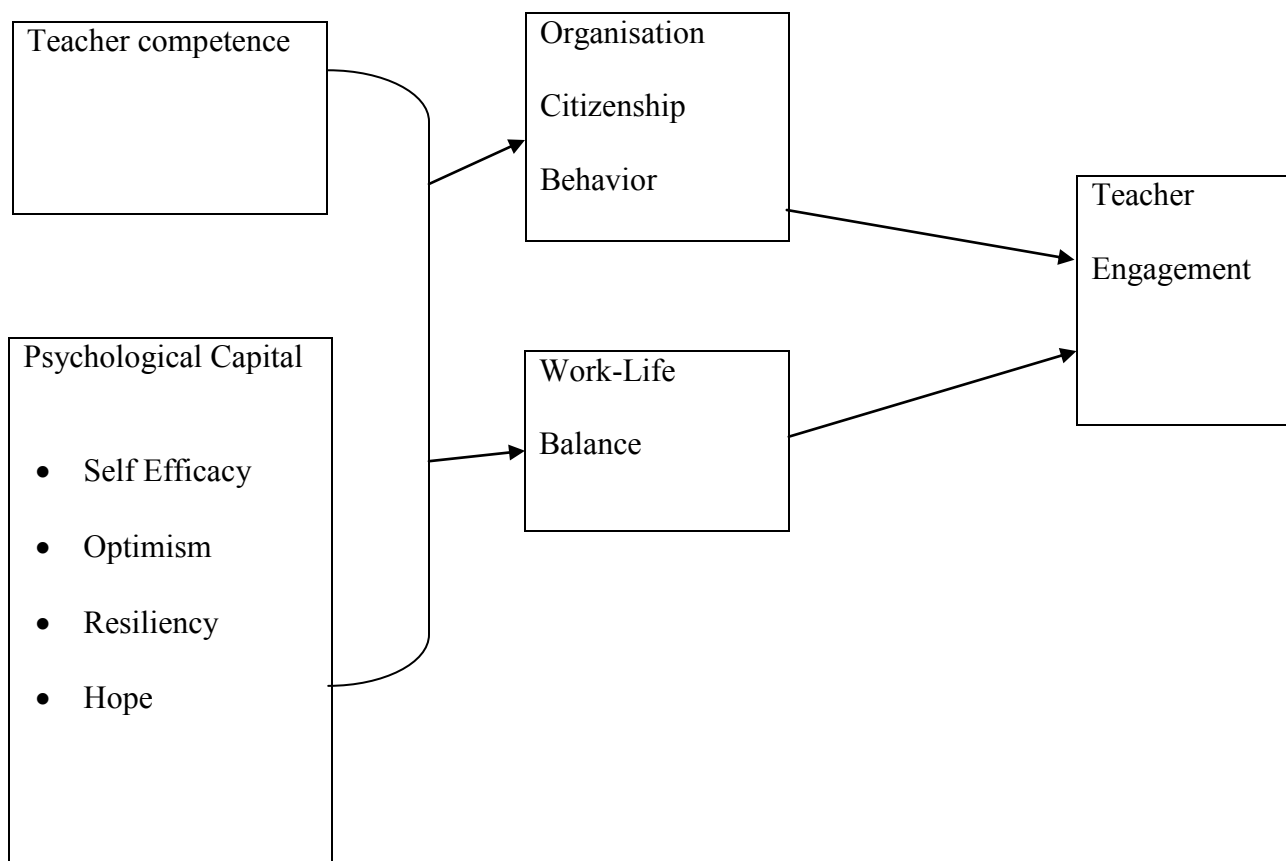
### **1.7. Significance of the Study**

The results of the study are likely to be of value to the following grouping. The findings will contribute knowledge to policy makers in the Ministry of Education and Sports, the Teaching Service Commission, and Public Service, and will enable as well as influence positive policy designs and decisions on why and how competences for teachers should be nurtured and developed further. The information drawn together in this research will also be of fundamental nature to the school management bodies as it will enable them determine and assess the performance of teachers and ensure that they provide and equip teachers with the right and necessary skills. The findings will aid teachers to be acquainted with and understand what is expected of them and the skills that they need to have if they are to be effective and efficient in their line of duty.

Teacher educators, administrators, teachers, and other personnel directly involved in the teaching and learning process, as well as those interested in carrying out research in teacher training are the other category of people that are expected to be beneficiaries to the findings of this study. These are to benefit from the literature the study is providing.

## 1.8. Conceptual Framework

**Figure 1**



**Source: self developed from the Literature**

The model demonstrates that when a teacher has vital skills such as school base competences of leadership, public speaking, problem solving, decision making, planning and management skills (Muyingo, 2013) as well as other skill namely administrative and organisation skills that enable one to collaborate with colleagues and efficiently exchange information with all concerned stakeholders (parents, students, school administration and fellow teachers), it enhances his or her performance in the teaching and learning process (Munene,

2009; Turkish Republic Ministry of National Education General Directorate of Teacher Training, 2006).

Therefore, management of institutions of learning need to develop visions that are beyond the curriculum and policies given by Ministry of Education and Sports (Muyingo, 2013) as well as systems that nurture a teacher's generic competences, hope, self-efficacy, optimism, resilience, and behaviors outside teacher job descriptions like assisting students and colleagues, voluntarism and participation in school activities (Munene, 2009). This will in return bring about increased teacher engagement.

### **1.9. Teacher Profile**

This part of the chapter gives a profile of teachers who are engaged and what needs to be done to encourage teacher engagement. In today's highly competitive environment, organisations are constantly looking for new ways to maximize employee efforts thus competences can be both liberating and empowering to teachers and if provided with a broad degree of self-control as well as self regulation, teachers will work towards fulfillment of school objectives (Kagaari & Munene, 2007).

Engaged teachers put on display high levels of energy and mental resilience while working, show the willingness to invest effort in their work and persist even in the face of difficulties as well as being strongly involved in their work and experience a sense of significance, enthusiasm, inspiration, pride and are fully concentrated and engrossed in their work, whereby time passes quickly and in a way one has difficulties with detaching one's self from work (see Hultell & Gustavsson, 2010; Bakker & Matthijs Bal, 2010; Klusman et al., 2008 and Xanthopoulou et al., 2009).

Today, focus on school improvement in management and performance has enhanced the search for school and teacher characteristics that can positively impact and improve on student achievement and their outcomes (Schechter & Tschannen-Moran, 2006). Focus is on important aspects like retention and development of competent and skilled employees in order to maintain the competitive advantage (Goaverts, 2011).

To maintain the competitive advantage, teachers need to be equipped with skills like listening skills, problem solving, resilience and leadership skills to enable them cater for students emotional and psychosocial needs (Knight, 2007). Equipping teachers with the desired skills and knowledge gives them hope in themselves and a high degree of self-fulfillment (Oplatka, 2009). Self-fulfillment, hope and being competent encourages engagement and extra role behaviours like altruism, sportsmanship, civic virtue, courtesy and compliance, that are outside an individual's job description that schools need to remain competitive (Munene, Mulira, & Kasekende, 2009).

As cited by Munene et al. (2009), a study carried out by Oplatka (2006) showed evidence that the contextual performance or O.C.B constructs could capture teacher professionalism in terms of performance-directed behaviours and identified the four components which included; assisting students outside class and helping our students with personal problem, classroom performance directed behaviour that involves introducing innovations in teaching as well as designing assignments, standing in, helping with administrative tasks and providing emotional assistance for fellow staff, and lastly participating in school events and activities and taking on unrewarded roles in the school.

Investigations into work engagement (see Bakker & Demerouti, 2008, Xanthopoulou et al., 2009) focus on identifying factors that make employees feel engaged and good about their



work. Work engagement among teachers is associated with positive school outcomes such as organizational commitment, good job performance, lower levels of turnover intention, and extra-role behavior (Hultell et al., 2010).

For instance Florence Mbabazi a teacher in Masindi District is an example of a teacher who is engaged and has organisational citizenship behaviours. Mbabazi grades her students' homework and keeps track of their performance, which helps her deal with each child individually. Since her school is in the village, many of her students have problems ranging from their personal lives to family. She makes time to talk to each one of them to find out their problems and if the problems involve parents she organises to talk to them. This practice she believes that this practice has changed the students' behaviours, academics and the way they relate with other (Masinde, 2012).

Juliet Sekanabi and Kenneth Katonda of Uganda Martyrs Namugongo and St Mary's College Kisubi respectively had all their students score A in the History subject. Sekanabi, who is the head of the history department at the school, would give her students monthly tests, and then go through the corrections with them; this improved her relationship with students, something that saw them get more interested in the subject. As a result, they got closer to me as their teacher, feeling free to approach me at any time of day for consultation, revealing the secret behind her class' phenomenal performance. Walter Otti, the director of studies and Maths teacher at St. Mary's College Kisubi attributed their achievement to teamwork from the teaching staff and commitment of students (Vision reporters, 2009).

According to Asiimwe, (2012), a teacher who is engaged can easily keep his/her students alert during a blazy afternoon, and keeps them engaged.

Such a teacher, his or her students say he or she is approachable and whenever you do not understand, he or she takes you through the lesson again. Mr. Kagonde reiterates that sharing experiences with students and knowing that he has a positive impact motivates him. He listens to his students, is always in time for classes, tries to be a good role model to his students and fellow teachers, does not dodge classes unnecessarily, but when he misses a lesson because of an emergency, he always compensates during his free time. Kagonde also cautions teachers against yelling at students saying, it is an impolite practice because you are setting a bad example for the students. It is better to talk to indisciplined students and counsel them rather than shout at them.

However there are teachers who instead of being engaged they become disengaged. This is usually seen through the counterproductive behaviours one portrays and in most cases they are detrimental to not only the institution, but also oneself, parents, students and colleagues. Such behaviours greatly affect the teaching and learning process, demean the profession and leads to poor performance of the teachers, students and the schools.

For example, a teacher was arrested by the Bushenyi deputy Resident District Commissioner (RDC) after he was found drunk during teaching hours. Mugumya a 32 years old, was picked from Kashenyi trading center where he was found lying in muddy water. The deputy RDC Medius Rubanda arrested Mugumya after a tip off by concerned parents and residents in the trading centre (Kaija & Aruho, 2011).

Similarly in a court presided over by Joy Namboze heard that one Godfrey Muhindo, a teacher at Nyamba SDA School in Kabonero Sub county Kabarole district assaulted and injured one John Karatunga, the school's head teacher, who had questioned his inappropriate behaviour at school.

Prosecution told court that trouble started when Karatunga went to class and allegedly found Muhindo extremely drunk and teaching without schemes of work and lesson plans. It's further alleged that when the head teacher asked Muhindo why he was teaching without lesson plans, the drunken teacher got infuriated and beat Karatunga in the presence of the students (Katongole, 2013).

Time and again students complain about harsh teachers who use abusive language while addressing them. For example some teachers are reported that they regularly use ridiculous statement to students who asked questions. Such undermining statements include but not limited to "I would be surprised if you had understood, this is not a subject for weak minds like you graduates of UPE". Such negative attitudes directed to students increase student dissatisfaction with the school climate and could easily lead to strikes (Tumwesigye & Basheka, 2008).

SNV a Dutch agency in its report, the worryingly declining academic standards of Universal Primary and Secondary Education is largely attributed to teacher absenteeism. This predicament is so serious that teacher absenteeism in Uganda is ranked the highest in the world at 35%, with teachers guaranteed to miss at least two days of work each week (Talemwa & Eupal, 2009). According to State minister for higher education, Muyingo, absenteeism of teachers and studentss especially in rural areas is crippling the Universal Secondary Education (USE) and Universal Primary Education (UPE) programmes (Kajoba, 2012).

In Uganda it is reported that some teachers in small rural schools commit fewer hours to classroom teaching in favor of their private work e.g. gardening and this is due to the little pay and even this little money take ages to be remitted to the teachers. So, teachers are forced to do other income generating activities as means of supplementing their incomes.

Reporting their findings, the Anti-Corruption women monitors in Hoima district said the high levels of teacher absenteeism or abscondment from work and late coming was staining the education sector. Betty Kasangaki, the chairperson Anti- corruption women monitors in Buhimba Sub County alleged almost 90% of the schools visited had teachers absent from work for the better part of the week and further stated that this is a common practice with teachers who do not reside near their work premises. The report further point out that some teachers had a habit of signing in arrival books even when they have not showed up for work (Kivabulaya, 2012).

Cases of teachers defiling studentss and those having relationships with their students are also on the rise. Within a space of four months, the Police have registered multiple cases of defilement in schools ([www.ntv.ug.org](http://www.ntv.ug.org)). Although defilement remains one of the worst crimes against children, it is more shocking when the perpetrators are teachers who are supposed to be role models (Agaba, 2011).

ANPPCAN Uganda Chapter, says of every 10 girls that are defiled, eight are defiled by people close to them (Haruna Mawa, a programme officer for information) and these are usually their teachers, parents and relatives. A comparable research funded by the World Bank, findings show that annually, about 4% of school girls in Uganda are defiled by their teachers. This implies that about 43,000 girls in P5 to P7, roughly between the age of 10 and 14, are sexually abused by the very people who are meant to groom them into upright citizens (Agaba, 2011).

Such behaviour patterns among teachers are due to problems like system failures, which undermine teacher's morale and greatly damage the system. These include inadequate payments, failure to pay teachers on time and delays or failure in promotion and transfer, poor management

systems, lack of proper leadership, poor working conditions and failure to develop them. Teachers in rural schools, for example, also often feel neglected by the authorities and management, and feel treated differently from their fellow teachers working in urban areas (katongole, 2013). Such perceptions not only encourage a lower morale among teachers but also affect their performance (Mulkeen, 2009).

According to John Musingo, State minister for higher education, government is doing a lot to improve the welfare of its teachers in order to eliminate absenteeism and improve the quality of UPE and USE service provision in upcountry schools (Kajoba 2012). In Uganda, a network of coordinating centre for tutors and teachers was also set up to provide support for teachers, and deliver an in-service teacher education program for untrained teachers at local coordinating centers (Mulkeen, 2009).

When it come to issues concerning defilement, the general public is called upon to condemn the vice and the stake holders such as school managements, government, police, media house to mention but a few are called upon to have regular seminars and debates about defilement where its causes, effects and prevention are emphasised (Agaba, 2011). Musingo also alleges that the problem of defilement is because teachers are not trained about how best they should handle young girls. Many schools emphasise academics, forgetting other core values. As a result, we have many careless teachers handling young students, he observes.

Musingo recommends that teachers like any other employee also need to undergo several capacity building trainings on how to handle ones' self before students. Such trainings have to cover the legal, social, and psychological implications that come with such acts and he calls upon

Head teachers to hold their ends by constantly refreshing teachers about such matters during staff meetings (Agaba, 2011).

Teacher psychological functioning of late has become a focus of particular concern. Turnover and early retirement rates are high in the teaching profession, and teacher emotional and motivational experience may seriously impact their classroom performance (OECD, 2005; Klusman et al., 2008).

## **CHAPTER TWO**

### **Literature Review**

#### **2.1 Introduction**

This chapter dealt with the review of literature for the following variables; Teacher Competences, Psychological Capital, Organizational Citizenship Behaviour, Work-Life Balance and Teacher Engagement. It also dealt with a review of related literature for the following linkages; Teacher Competences and Organizational Citizenship Behavior, Psychological Capital and Organizational Citizenship Behavior, Organizational Citizenship Behavior and Teacher Engagement, Work-Life Balance and Teacher Engagement and Psychological Capital and Work-Life Balance.

#### **2.2 Teacher Competences**

Standards approach to teacher training (Munene, Mulira and Kasekende 2009) of late has received great attention from researchers and scholars. O'Reilly and McCrystall's study of (1995) in Munene et al., (2009) made use of a sample of stakeholders such as college and university teachers among others to evaluate the efficacy of the standards approach to teacher training and the results showed that standards approach is proficient and effective method for transferring skills to the work situation by teachers.

Basing on the Turkish Ministry of National Education (2006), Teacher competences are defined in terms of knowledge, skills and attitudes required to perform the teaching profession effectively and efficiently. Competences can serve as an initial and ongoing self assessment by teachers and teacher needs for professional development. They are also considered to be a basis

for planning professional development activities thus teachers should have a thorough familiarity with and an understanding of their competences if they are to implement their mandates (Muyingo, 2013).

Competences can be both liberating and empowering and if provided with a broad degree of self-control and self regulation employees will work towards fulfillment of organisation objectives (Kagaari & Munene; 2007). With this, teachers are enabled to effectively utilize student assessment techniques and procedures, manage the educational setting in a manner that promotes positive student behavior and a safe healthy environment. (New Mexico Librarian Teacher Competences licensure levels retrieved on the 23<sup>rd</sup> of August of 2012 from [nmla.org/docs/librarian\\_teacher\\_competences.pdf](http://nmla.org/docs/librarian_teacher_competences.pdf)).

### **2.3 Psychological Capital**

For performance improvement in today's workplace, modern developments in organizational studies (see, Luthans et al. 2007, 2008, 2010; Toor & Ofori, 2010; Hmieleski and Carr, 2008; Avey et al., 2008; Markman, Baron, & Balkin, 2005; Bandura, 2005, 2008; Luthans, Avolio, Walumbwa, & Li, 2005; Peterson & Byron, 2007;) are focusing on "positively oriented human resource strengths and psychological capacities that can be measured, developed, and managed. These psychological capacities are termed as "psychological capital".

In educational organizations the majority of employees are teachers. The research on Psychological capital doesn't seem to suggest psychological capital is only applicable to limit business organisations; rather research seems to be suggesting that psychological capital can be applicable to employees in a wide variety of work and organisational settings.



PsyCap has been shown as a variable that increase employee performance, satisfaction and commitment in many working adults (Luthans, Avolio, Avey, & Norman, 2007; Luthans, Norman, Avolio, & Avey, 2008; Luthans, Youssef, & Avolio, 2007).

Psychological capital is based on the emerging field of positive organizational behavior (for an up to date review article, see Luthans & Youssef, 2007; Avey, Wernsing e tal., 2008) and has emerged as a new positive psychology variable proving to have an impact on performance both at organizational as well as individual level (Luthans et al., 2010). This implies that Psychological capital may as well increase performance within educational organizations. However, scholars have yet to consider fully the impact of Psychological capital within educational organisations (Luthans et al., 2008).

Scholars for instance see Luthans, Youssef et al., (2007), Walumbwa, Luthans et al., (2011) have modified the definition of psychological capital considering it as the “Positive Psychological Development state of an individual characterized by having confidence or self-efficacy, optimism, hope and resilience to attain success.” This definition is from an individual perspective.

Largely stimulated by positive Psychological capital movement (e.g., see Luthans et al., 2010), there has been a call to go beyond human capital (usually recognized to be the education, experience and implicit knowledge of Human Resources) by focusing on what has been termed positive “Psychological capital” (Luthans et al., 2010). Psychological capital is not only concerned with human capital (who I am) but also in developmental sense “who I am becoming” (Hmieleski & Ensley, 2007). To sum it up, just as teaching is an intentional activity, so is the building of psycap.

In order to build the four elements that form the higher-level construct of psychological capital (self-efficacy, optimism, hope, and resiliency), individuals must go out of their comfort zones into real world, seek out challenges, and persevere (Hmieleski & Ensley, 2007). Without so doing, individuals will have no basis for building these elements within themselves. Besides, psychological capital tends to be self-perpetuating. The more we move along this dimension, it becomes easier to build additional psychological capital.

Teachers who build psychological capital should not only increase their general level of well-being, but also have to develop measures that are necessary to persevere through the teaching process (Katongole, 2013). Considering the heightened emotional demands involved in leading teaching profession within dynamic diligence, one expect psychological capital to be a particularly important resource for leading teachers.

## **2.4 Work-Life Balance**

Balance between work and home lives is a much sought after but rarely claimed state of being. Modern technologies such as the internet, cellular phone and other mobile communication devices have enabled employees and their family member to be in touch with each other nearly anywhere; anytime (Wilson & Wagner, 2009). The way individuals balance their work and non-work lives is an area of Human Resource Management and academic enquiry that is receiving increasing scrutiny from government, researchers, management and employee representatives as well as the popular media (Artemis Chang, Paula Mc Donald & Pauline Burton, 2010, Gunavathy, 2010).

Hypothetical point of reference and operationalization of this construct in empirical research has evolved in response to the progressively higher profile of work and family life

balance concerns in the media, the style of political and business leaders, as well as managerial policy and human resource priorities (Chang et al., 2010). This is due to the significant demographic and technological shifts in industrialized societies.

Today, the labour market is experiencing a number of changes such as increased proportion of women particularly mothers in the remunerated labor force, global competition, renewed interest in personal lives and family values, greater numbers of dual-earner couples and single parents in addition to rapid development of information technology. Thus, the demand for measures in workplaces, that are flexible and allow work portability (see Gunavathy, 2010 and Chang et al., 2010).

The importance of having ‘balance’ has become a major work and non-work subject of discussion within newspaper print media, recent international, multidisciplinary conferences and commonly appearing on the titles of books and journal articles (e.g. see, Dex & Bond, 2005; Reece et al., 2009). Various terms have been used to capture this topic, including job burnout and family issues, work-family conflict, and work-family balance.

Work-life balance has two dominate constructs, that is to say, ‘balance’ (harmony or equilibrium between work and life domains) and ‘conflict’ or ‘interference’ (the negative or unbalanced outcomes of combining paid work and non-work activities) (see Comer & Stites-Doe, 2006 and Chang et al., 2010). Most of the studies carried out embrace the assumption that all life roles fall into an individual’s struggle to negotiate between family and work demands. In general, work-family balance research acknowledges a common struggle between the work and family roles of couples with children.

## 2.5 Organizational Citizenship Behavior

Primary processes in schools are hard to pin down despite attempts to measure central aspects of processes and outputs. For this very reason, it is important that teachers are motivated to go above and beyond their formal job responsibilities, a phenomenon well known as Organizational Citizenship Behavior (Eyvind, Andreas, & Turmo, 2011).

Over the past decades, Organisational citizenship behavior (OCB) has made prominent appearances in management research and has also received much attention even in the school setting (Cohen & Keren, 2010; Bogler & Somech, 2004, 2005; Somech & Ron, 2007). The term OCB denotes organisationally beneficial behaviors and gestures that can neither be enforced on the basis of formal roles nor elicited by a contractual guarantee of compensation (Yu-Chen Wei, Tzu-Shian Han & I-Chieh Hsu, 2010). Supporting OCB can help employees and organisations to do well despite current challenges in the educational systems (Gilbert, Laschinger, & Leiter, 2010; Babcock-Roberson & Strickland, 2010).

Different scholars and researchers (for instance Gilbert, et al., 2010; Babcock-Roberson & Strickland, 2010) have defined OCB as discretionary individual behaviors that are not rewarded directly by the organisation's formal reward system but have been linked to positive outcomes such as increased job satisfaction and lower levels of turnover intentions. Cited by Gilbert et al, (2010) and Babcock-Roberson & Strickland, (2010), Organ (1988) conceptualizes OCB as being composed of five dimensions (altruism, courtesy, conscientiousness, sportsmanship and civic virtue).

Altruism involves voluntarily helping others with work-related problems such as helping a co-worker with a heavy workload. Courtesy refers to gestures that help others prevent

problems such as providing advance notice of a meeting. Conscientiousness means exceeding the required levels of attendance, punctuality or conserving resources by not taking extra breaks and obeying company rules even when no one is actually watching. Sportsmanship involves sacrificing one's personal interests and maintaining a positive attitude even when inconvenienced by others especially when one's ideas are rejected. Civic virtue involves the constructive participation in the political process of organisation such as making suggestions for improvement in a meeting (Organ 1988 cited by Gilbert et al, (2010)).

OCB can be directed towards an individual, group, or organization (Bommer, Dierdorff & Rubin, 2007), thus OCB can be categorized into behavior directed in particular towards supporting individuals (e.g., cooperating with others and helping a coworker who has fallen behind in his or her work, avoiding complaining and filing grievances regarding inconsistencies of organizational life, and volunteering for duties not formally a part of one's job.), supporting one's organization (e.g., company-wide participation in industry associations, corporate charitable endeavors, and efforts promoting corporate responsibility as well as endorsing the firm's mission and objectives), or enhancing the job (e.g., conscientious initiative, volunteering, etc.).

In most cases OCB is not officially required by organizations, meaning that such actions are probable to stand out when executed and supervisors normally view OCB as valuable to job performance. This is simply because OCB often results in employees helping their supervisors either directly and or indirectly. A typical example is when an employee attends a meeting for an ill supervisor (direct helping) or an employee provides informal feedback to a junior staff member, decreasing need for the supervisor's intervention). Therefore, on average, it appears that OCB should be regarded as distinctive work behavior.

## 2.6 Teacher Engagement

Employees' well-being is of crucial interest to human resource managers and organizations at large (Hultell & Gustavsson, 2010). Having healthy rather than unhealthy employees can be a decisive factor for the success of an organization. For such a reason, of late, attention has also been directed to the positive contrast known as work engagement, (see Klusman et al., 2008; Bakker & Matthijs Bal, 2010).

Investigations into work engagement (see Bakker & Demerouti, 2008, Xanthopoulou et al., 2009) focus on identifying factors that make employees feel engaged and good about their work. Work engagement is associated with positive organizational outcomes such as organizational commitment, good job performance, lower levels of turnover intention, and extra-role behavior (Hultell et al., 2010).

Work engagement is an affective-motivational and work-related state of fulfillment in employees that is characterized by vigor, dedication and absorption as its core dimensions (Klusman et al., 2008). Engaged teachers put on display high levels of energy and mental resilience while working (Hultell & Gustavsson, 2010), show the willingness to invest effort in their work and persist even in the face of difficulties (Xanthopoulou et al., 2009) as well as being strongly involved in their work and experience a sense of significance, enthusiasm, inspiration, and pride. They are also fully concentrated and engrossed in their work, whereby time passes quickly and in a way one has difficulties with detaching one's self from work (Bakker & Matthijs Bal, 2010).

Work-related emotions and motivations can have significant implications for both individuals and firms. With highly motivated and less stressed employees, chances are that, the

productivity of an organization will significantly increase (Salanova, Agut, & Peiro, 2005), as opposed to cases where organizations suffer a great deal of cost of operation as a result of negative emotions and low levels of motivation that impair the health of individual, resulting into employee absenteeism and high rate of employee turnover (Klusman et al., 2008).

Studies have established a fact that several personal resources like self-efficacy and organization-based self-esteem are related to work engagement (Mauno et al., 2007; Xanthopoulou, Bakker, Demerouti, & Schaufeli, 2007). The concept of work engagement can be reliably measured (Schaufeli, Bakker, & Salanova, 2006) and discriminated from related concepts like workaholism (Schaufeli, Taris, & Van Rhenen, 2008), job involvement, and organizational commitment (Hallberg & Schaufeli, 2006)

## **2.7 Relationship between Teacher Competences and Organizational Citizenship Behaviour**

All successful organizations, including successful high schools, have employees who go beyond their formal job responsibilities and freely give off their time and energy to succeed (Michael, DiPaola & Wayne Hoy, 2005).

The subject of teacher competences most especially their influence on the teaching-learning process in schools is of great importance, for such competences affect the values, behaviors, ability to voluntarily help others with work related problems, help others prevent problems, civic virtues, sportsmanship, communication abilities, aims and practices of every teacher in school (Selvi, 2010). They also support professional development and curricular studies thus teachers need to improve knowledge and skills to enhance and explore their teaching practices.

Research (see for instance, Munene, et al., 2009) has categorized the competence models as either objectivist or constructivist. Practitioners and academicians following the objectivist tradition (Munene, et al., 2009) assume that there are a couple of competences which an organisation or a profession requires to meet its objectives. This implies that, once a set of competence has been identified, subsequently every unit in the organisation and profession work towards acquiring that set.

Munene's (2009) study of teacher OCB provides sustaining proof that OCB constructs can capture teacher professionalism in terms of performance-directed behaviors. The study identifies operant competences or standards approach as capable of deriving both complex and simple behaviors that can capture the complexity of the teaching and any other profession. As cited by Munene et al (2009), Organ (1988) positively linked teacher OCB to educational trips, guidance and counseling, increased interests in attending school and PTA meetings and participation in co-curricular activities.

OCB is normally manifested as teachers participate in school events and activities as well as taking on unrewarded roles in the school such as providing special assistance to students or students outside class and helping out students with personal problems, introducing innovations in teaching and in designing assignments while others help fellow staff with administrative tasks, and provide emotional assistance (Norman et al., 2008). These are typical behaviors exhibited by competent teachers who demonstrate knowledge of the content area and approved curriculum in such a way that he or she utilizes, extends and adds to the refinement as well as development of the approved curriculum ("New Mexico teacher competences", retrieved on the 23<sup>rd</sup> of August of 2012). This confirms the existing indicators drawn by Kagaari and Munene's (2007) related



study carried out amongst engineering lectures of Kyambogo University. The study found a positive relationship between operant competences of a university engineering lecturer and OCB.

In a study carried out in two different phases with a sample size of 10 and 110 engineering lecturers from Kyambogo University respectively, Kagaari and Munene's findings in 2007 gave an idea that teachers with relevant competences do exhibit discretionary behaviors at work. This study revealed that the perception of high level of autonomy and influence on the work and possibility of using one's competences have a strong independent positive influence on the mobilization of discretionary behaviors.

The two further observed that these extra role behaviors are more strongly mustered when employees have a strong level of affective attachment to their organisation. This implies that organisations that encourage and facilitate their teachers to develop their competences are likely to enjoy the benefits of OCB and receive positive feedback from such teachers (Kagaari 2007). This is seen more often among teachers who comprehend the principles of student growth, development and learning and go an extra mile to apply them appropriately. They do this while communicating with and obtaining feedback from students in a manner that enhances student learning and understanding. Furthermore, when need be, such teachers give extra coaching to the academically poor and average students (Munene et al, 2009). This is usually done during a time when a teacher is supposed to be resting say during lunch or break time; it could also be during prep time moreover this time dedicated to students is not reflected on one's pay check at the end of it all.

The positive feedback from teachers enjoyed by schools that encourage competences development could also be inform of teachers engaging in public conversations in the

community, this, in the end promote the school in a positive manner (Somech & Ron, 2007). It could also be reflected in acts like a teacher picking up trash on the classroom floor before or after his or her lessons and tosses it into a waste bin as a means of setting an example to the students.

Teachers of geography and economics, commerce often organize, solicit and lobby for field work places or trips to industries and other cities examinable by Uganda National Examination Board and in the process they market the school. They also facilitate and organize seminars as well as debate competitions between schools during which teachers proactively speak up on how things are done in their respective schools (Somech & Ron, 2007). Participating in such activities in a way teachers are marketing schools. This is what we could call discretionary behaviors for they are not in any way recognized by the formal reward systems of schools yet it aims at benefiting the school. Such trips normally take place during weekends and when schools are closed for holidays, this is a time when teachers are actually supposed to take their annual leaves.

Munene et al., (2009); Kagaari and Munene (2007) refer to the behavior exhibited during a time when one is expected to be resting as OCB. Thus motivated competency leads to higher quality of decisions, greater achievements and efficiency. Mine while employees with greater felt obligation (conscientiousness) report increased in-role performance and citizenship behaviors Ladebo; (2006).

As cited by Kagaari and Munene (2007), Organ et al, (2006) in their study showed that teachers who have perception of a high level of autonomy and influence on the work as well as the possibility of using his or her competences had a strong independent positive influence on

mobilization of OCB. This was in agreement with the findings of Kagaari and Munene who carried out a study among engineering lecturers of Kyambogo University in 2007.

From their regression analysis Kagaari and Munene (2007) indicated OCB as an independent variable with a 68% (percent) variance. These variances in OCB were attributed to the independent variables of competences. Competences can be demonstrated when teachers communicate accurately in the content area while creating multiple pathways to the subject matter, give clear explanations relating to lesson content and procedures in multiple ways for they are aware of the knowledge and preconceptions that students can bring to the subject.

On the same matter, competent teachers show interrelatedness between content areas, integrate other subjects into approved syllabus and articulate to students the interrelatedness of disciplines (Munene et al., 2009). This implies that assessing and evaluating students' performance, planning, organizing as well as supervising science projects and students doing such projects influence conscientiousness and civic virtues which are widely seen as components of OCB by scholars. Thus this clarifies about the existence of a relationship between OCB and Teacher Competences.

## **2.8 Relationship between Psychological Capital and Organisational Citizenship Behavior**

Individuals with high levels of psychological capital are persistent in their effort to perform well (Efficacy), develop pathways to realize goals (Hope). Such respond optimally after inevitable setbacks while pursuing their set objective (Resilience), and maintain the expectation of success that enhances effort toward successful outcomes (Optimism) (see Avey et al., 2010). This can be seen in teachers who interact in a responsive and respectful manner and offer students help by answering questions in time.

Such teachers also offer support that matches the student's needs, help students reflect on their thinking and learning skills, as well as knowing and demonstrating knowledge about individual students' backgrounds, interests, strengths and academic levels. In away competent teachers hardly ever show irritability toward students (Rimm-Kaufman, 2008).

Lefton et al, (2006) made an observation that people motivated by the need for achievement also tend to be high in self-efficacy with the belief that they could successfully engage in and carry out a specific behavior and task. In a research carried out on 251 teachers, on the relationship between psychological capital and OCB, the findings showed that self-efficacy was positively related to extra role behavior exhibited by employees towards the team and organisation in general (Schechter, 2006).

An individual who expects that he will be successful, he or she is less likely to give up and more likely to continue applying behaviors directed towards success (Avey et al., 2010). Such behaviors include but not limited to, sacrificing one's personal interests, maintaining a positive attitude even when inconvenienced by others, exceeding the required levels of attendance, punctuality, conserving resources by not taking extra breaks and obeying company rules when no one is actually watching as well as constructively participating in the political process of organisation, voluntarily helping others with work-related problem and helping others to prevent problems (Organ, 2006).

Hopeful people have the desire or agency to achieve goals and have the capability to develop various pathways or strategies toward goal accomplishment (Shahnawaz, 2009). Such positive capacities are thought to hold a common underlying positive agentic capacity considered to be critical to human motivation and performance in schools (Avey et al., 2010).

Optimism is based in the attribution theory and is most closely associated with Seligman (1998) as cited by Norman et al., (2008) who describes Optimism as internal force which is relatively stable, with general attributions regarding positive events. Optimistic people view their work as a calling and see it as a fulfilling and socially useful activity. In so doing they report the highest satisfaction with their work and their lives (Myers, 2005), and feel in control, thus cooperating with others and helping coworkers who have fallen behind in their work, avoiding complaining and filing grievances regarding inconsistencies of organizational life, and volunteering for duties not formally a part of one's job. Feeling in control is a positive state of mind that leads to optimism which enhances coping (Lefton et al, 2006).

Avey, Wernsing & Luthans (2008) found that psychological capital was related to attitudes (engagement and cynicism) and behaviours (organizational citizenship) in a study on 132 employees from a broad cross-section of organizations. Wen-yu Su (2004) also found that self efficacy is correlated with organisational citizenship behaviour. Niranjana, Phalgu1, Pattanayak & Biswajeet (2005) conducted a study to examine the functional relationship between organisational citizenship behaviour, learned optimism and organizational ethos. The result show that learned optimism, confrontation and pro-action influence organisational citizenship behaviour significantly. Above studies clearly show that dimensions of psychological capital are related to dimensions of organizational citizenship behaviour, but, the researcher couldn't find any study of this sort in Ugandan context.

In their study, aimed at exploring how psychological capital influences organizational commitment and organizational citizenship behaviour in public and private organizations, Shahnawaz and Jafri (2009) believe that if organizations seriously nurture positive organizational culture, it will go a long way in developing psychological capital in the organizations which

would eventually help the organizational bottom line. The results of Shahnawaz and Jafri's study of 2009 also showed that psychological capital differently influences organizational citizenship behaviour in public and private organizations.

In their findings Shahnawaz and Jafri (2009) show that OCB in private sector more than in the public sector was influenced by psychological capital. On the other hand while using regression analyses Shahnawaz and Jafri (2009) also showed that psychological capital as a whole couldn't predict organizational commitment and organizational citizenship behaviour in both the organizations.

## **2.9 The Relationship between OCB and Teacher Engagement**

Previous research for instance Strickland et al., (2007); Babcock-Roberson and Strickland, (2010) has put forward that when employees are engaged in their work, they increase the occurrence of behaviors that promote efficient and effective functioning of the organisation. These behaviors are also known as OCB (Organ, 1998 and 2006), which Gilbert et al., (2010), Bommer et al., (2007), defined as individual behavior that is discretionary, not directly or explicitly recognized by the formal reward systems.

Positive social behaviors among co-teachers in particular may serve to facilitate the effective functioning of school units by contributing to a teacher's engagement to school activities and friendly school environment which supports task performance (Gilbert et al., 2010). Primary contacts between students and school administration, teachers get hold of critical information about students. When teachers actively participate in school decision making and provide suggestions for improvement, this may facilitate the organisations' effective performance. Encouraging OCB may have positive implications on the organisation's

performance and in educational settings for students' outcomes (Gilbert et al., 2010, Bommer et al., 2007, Babcock-Roberson & Strickland, 2010).

Building on the existing works of researchers, one can believe that when employees are engaged in their work, they are less likely to experience burnout or have emotional exhaustion and diminished personal accomplishment. For that reason, previous research has noted that increased burnout leads to decreased OCB, it is believed that work engagement, which González-Romá et al. (2006) suggested to be conceptually opposite from burnout, will be associated with increased OCB. Organizational commitment has been found to be an antecedent that is positively related to work engagement, and organizational commitment is an antecedent to OCB. Therefore, it is hypothesized that work engagement will lead to OCB (Ehigie & Otukoya, 2005; Hakanen et al., 2006).

In their study, on 102 undergraduate students (36 men, 65 women) who had enrolled in psychology courses at a large Western university and for one to qualify he or she had to be currently employed and employed at the same location for 6 months or longer before participation, Babcock-Roberson and Strickland, (2010) found significant positive correlation between Work engagement and OCB. This study showed that work engagement was positively related to OCB, and that Work engagement accounted for 16% of the variance in OCB.

Strickland et al., (2010)'s findings also showed a mediating role between work engagement and OCB, something that is in agreement with the notion that having an environment that supports and nurtures the extra role behavior, an employee is more likely to be engaged in his or her work, which in turn promotes organizational citizenship.

In general, citizenship behaviors contribute to organizational performance because these behaviors provide effective means of managing the interdependencies between members of a work unit and, as a result, increase the collective outcomes achieved. Organizational citizenship also reduces the need for an organization to commit scarce resources to maintenance functions, thus freeing up more resources for goal-related activities. Moreover, administrators, for example, are able to devote a greater proportion of their time to important activities such as planning, problem solving, and organizational analysis.

Ability to help new colleagues, freely giving time to others, efficient use of time and going beyond minimum expectations, giving advance notices, reminders, and communicating appropriate information characterize an engaged teacher and highlight specific categories of discretionary behavior as put forward by Dipaola & Hoy, (2005).

## **2.10 The Relationship between Work-Life Balance and Teacher Engagement**

According to Mervyl McPherson (2007) encouraging work-life balance is seen as a way through which managers can attract and retain the labor force needed in supporting economic well-being. Teacher engagement has been identified as critical to competitive advantage in a labor market where skilled and committed people are increasingly hard to find and keep.

The growing consensus amongst work/life scholars (Jeremy, 2009) is that, work practices that foster engagement must consistently be administered to employees such that they receive traditional benefits of the initiatives. Jeremy (2009) also put forward that, employees who are reluctant to use the organization's flexible arrangements, for fear of negative career prospects, believe that they may not gain from the intended benefits of these programmes and this affects their engagement. Jeremy's work (2009) pointed out that in some work situations, when



employees are excluded from work initiatives provided by the organisation, they may express resentment towards the organisation. This is normally visible in less positive work and non-working attitudes.

Therefore in situations where organizational flexible work policies are inconsistently administered, and concentration in these programmes is discouraged, employees may perceive greater interference in balancing work and personal/family responsibilities.

Discretionary effort can negatively impact on work-life balance (McPherson, 2007) and where discretionary effort is a result of investment in employee well-being, such as through work-life balance provisions, productivity improvements may be compatible with work-life balance and are likely to be more sustainable due to employee engagement. Good quality line management, commitment to employee wellbeing and clear, accessible human resource policies and practices to which managers at all levels are committed are necessary to increase employee engagement (McPherson, 2007).

Several articles address the notion of imbalance through discussions on how imbalance is experienced in the workplace and at home (Chang et al., 2010). Writers normally view work in terms of stealing our time, presenteeism-absenteeism struggles or trying to have it all (Talemwa & Eupal, 2009). Work is portrayed as monopolizing people's lives, leaving little time to pay attention to anything or anyone else. This implies that workers feel as though "... they are working too hard and too much". Thus explaining why a number of workers today are struggling with health issues, such as stress and depression, consequently affecting their decision on whether to be absent from work or be physically present but unable to complete their work requirements.

Absenteeism is conceptualized by the media as one of the main consequences of work-life imbalance (Chang et al., 2010). Multi-tasking workers dealing with home and business life are finding it overwhelming to deliver result in a workplace marked by job stress, physical and mental health problems, higher absenteeism, lower job satisfaction and other negative influences (Chang et al., 2010).

### **2.11 Relationship between Psychological Capital and Work Life Balance**

There is limited or little information on relationship between psychological capital and work life balance more so in an African context, therefore the relationship is based on the individual constructs that is to say, self-efficacy, optimism, Hope and resilience.

Individuals with a positive psychological capital have the confidence to take on and put in the necessary effort to succeed at challenging tasks (self-efficacy). Individuals with high conviction or confidence about their abilities to mobilize the motivation, cognitive resources or courses of action needed to successfully execute a specific task within a given context exemplify themselves by putting in extra effort and tenacious perseverance in accomplishing a given task, be it at work or home (Avey, et al 2006; Luthans et al., 2010; Luthans et al., 2008). Such people also make positive attribution (optimism) about succeeding now and in the future while persevering towards goal attainment and when need be, such individuals are able to redirect their pathway to goal achievement (hope) in order to succeed (Luthans et al., 2010, Luthans et al., 2008).

While many beginning and experienced teachers run out of the teaching profession citing low pay, student discipline, lack of administrative support, work over load leading to work/life conflicts or even burn-out, other individuals successfully adapt, develop competence in similar

environments with similar Stressors, sustain and bounce back even beyond (resilience) to attain success (Luthans et al., 2010, Luthans et al., 2008, Susan, Teena & Kelly, 2011). Employees psychological capital and a supportive climate positively relates to their performance satisfaction and commitment.

Resilient teachers, although facing the similar probable stressors be it at work or home, may be less likely to perceive such stimuli as definite constant worry, or at least identify them to a minor extent. Such individuals have the ability to cope with both home and work related stressful situations and are not very much affected by such prevailing home and workplace concerns. In turn these individuals experience a lesser amount of the negative health outcomes of stress, consequently exhibiting less absenteeism behavior (Avey, Patera, & Bradley, 2006). This suggests that individuals with hope will tend to stay home from work less often as compared to individuals with little hope. When these individuals do become sick, they may recover more quickly from illness or simply work through less severe health setbacks (Avey et al, 2006).

Optimistic teachers often engage in health promoting behaviors which lessen health risks that could affect many work-life domains including psychological well-being. Optimism can effectively be used as an indicator of psychological health. An optimistic person is less likely to become sick or demoralized due to trying moments but rather used such moments as motivations to strike a balance between work and family demands.

In most cases, such persons may also see more value in taking care of themselves when they do become sick and view illness as a temporary and manageable obstacle to be dealt with in a timely manner. This type of person may view returning to work or attending to family related issues quickly as a realistic goal (Avey, Patera, & Bradley, 2006).

Persons with high self-efficacy generally tend to suppose that they have the capability to deal with any state of affairs faced to them to arrive at success. For this reason, these individuals are likely to view potential work and family related stressors as achievable challenges rather than as inexplicably difficult (Mathew & Panchanatham, 20011). When faced with obstacles and hardship one may tend to react in a more productive manner, pooling resources, creating action plans among others rather than focusing most of their attention on the existence and nature of the setback at hand. Thus the reason behind why efficacious individuals tend to display lower levels of blood pressure and report lower levels of job stress (Bandura, (1997) as cited in Avey et al, 2006).

Employees with higher levels of self-efficacy can be expected to have lower levels of deliberate absenteeism. This is usually attributed to the fact that higher levels of emotional stability lead to lower levels of absenteeism (Bandura, 2008). Emotionally stable individuals are in most case secure in their interpersonal interactions and with their image and sense of self, which in turn may explain the balance between work and family issues. Additionally, these types of employees may be less apt to react negatively when faced with any degree of failure at work or home, especially when such failure is socially visible and psychological safety is threatened (Bandura, 2005).

Given the established impact of stress related issues, the lower instance of employees that are high on self-efficacy perceiving stress in the workplace is likely to be related to involuntary absenteeism as opposed to creation of excuses to attend to family matters. Additionally, when faced with personal or family troubles, efficacious employees are likely to believe that they have both the ability and control to overcome such trying times (whether through individual action or seeking counseling services either from professional counselors or from people they look at as

role models), and a stronger orientation toward returning to work and his or her judgment abilities are not clouded by self pity (i.e., I can still perform well despite my troubles) (Avey, Paterson, & Bradley 2006).

The nature of individuals characterized by higher levels of PsyCap will contribute to lower levels of stress when faced with trying moments, or the ability to fight through and return quickly from work or family related stressors, resulting in less involuntary absenteeism within the organizational context. Specifically, the combination of the four components (self-efficacy, hope, optimism, and resiliency) will act as a better predictor than any of the four individual components (Luthans et al., 2007).

Resilience, characterized by a hold back view of reality promotes emotional stability and positive coping, thus counteracting emotional instability and potentially lowering levels of voluntary absenteeism (Norman et al., 2008). Optimistic individuals expect good things to happen to them, which has significant cognitive and behavioral implications. Specifically, an optimistic employee may hold firm to the belief that if he/she attends work, they will be successful in earning recognition, reward and/or promotion, (Luthans et al., 2008). Contrarily, given the external attribution of negative events described by Seligman (1998), when faced with negative outcomes the optimistic person will likely attribute the failure to external causes, avoiding any sense of blame that may lead to deviant absenteeism behavior.

Hopeful individuals are more likely to have established functional goals, providing them with directed motivation to work towards said goals on a daily basis (Snyder, 2002a).

Furthermore, hopeful individuals are more likely to have established multiple means (pathways) of attaining the same goal. By establishing multiple means to the same end, employees with high

hope ensure that the failure of one project does not lead to overall failure and a potential increase in deviant absenteeism behaviors or vacation/time off tendencies in an attempt to avoid the negative emotions associated with the “scene of the failure” (Bandura 2008).

Overall, individuals with higher levels of PsyCap will generate pathways to effectively pursue and attain personal goals within the work domain despite their family roles. In addition, employees will aggressively pursue those goals Bandura, (1997) as cited by Avey et al (2006) expecting to achieve success while being resilient to setbacks. Engaging in stimulating work and holding a perception that the organization embodies the infrastructure within which the employee can obtain success of personal goals will lead these employees to desire participation in the organization, thus lending to credibility impact of the a combination of the composite Psychological Capital on work-life balance.

## **2.12. Relationship between teacher competences and work life balance**

Competences affect teacher values, behaviors, civic virtues, communication abilities, aims and practices of every teacher in a school while executing work and personal/family responsibilities (Selvi, 2010).

According to Munene et al., (2009), competences also support professional development and curricular studies. Therefore, teachers need to improve knowledge and skills if they are to enhance and explore and strike a balance between their teaching practices and personal/family roles

## CHAPTER THREE

### METHODOLOGY

#### **3.1. Introduction**

This section discussed the various methodological aspects of the study. It focused on the research designs employed, study population, sample size and design, data sources, measurement techniques and instruments used for data collection, procedure, data processing and analysis, and limitations of the study.

#### **3.2. Study design.**

The researcher used a cross sectional survey design using a quantitative approach. This involved use of structured questionnaires to capture the attitudes and opinions of the respondents. The researcher adopted the cross sectional survey design because of the time limit issue. That is to say the researcher had three month in which the project had to be completed. The results obtained were used in the development of a quantitative survey design, which helped in data collection.

#### **3.3. Target Population**

The population was over 1809 secondary school teachers, covering both male and female teachers, ranging from licensed teachers to Graduate teachers in both Government aided and private secondary schools in former Kabarole district in Western Uganda (MoE and Sports' website <http://www.education.go.ug> and <http://www.kabarole.go.ug/programmes.html>).

### **3.4. Sampling Size and Design**

Convenience sampling as pointed up by Cozby (2004) was used to select teachers from selected senior secondary schools. Using a calculator on website <http://www.raosoft.com/samplesize.html> a sample of 318 teachers was drawn and were sampled

### **3.5. Instruments**

The questionnaire method was used to collect data. Questionnaires were filled in by teachers with the help of the researcher and research assistants. The questionnaire was composed of both open and close ended questions that encouraged quantitative data generation. It took approximately 20 minutes for each respondent to go through this questionnaire. This is the reason for having only 264 usable questionnaires.

Questionnaires were circulated by the researcher to the teachers in the selected schools. Sometimes the researcher and his research assistants together with teachers filled the questionnaire and in some instances were collected after a week. Interviews were also used to get information from the teachers concerning the area of the study.

### **3.6. Data management and analysis**

The researcher used both descriptive and inferential statistical analysis to establish the relationships between the study variables. Descriptive involved percentages, frequencies, mean and mode, while inferential analysis techniques like ANOVA (T-test) and Regression analysis were used.



### 3.7. Measurement of variables

Teacher competence was measured using a six dimensional scale developed by Munene et al, PILA Consultants, (2004) and he calls it the model of Operant Competences Analysis and Profiling (OCAP). Respondents were required to rate themselves on the behavior listed, one had to compare him or herself to an imaginary individual described by each behavior. The rating scale response followed the six-point Likert scale from; this is not like me at all (1) to this is very much like me (6).

Adopted by Luthans (2010), Psychological Capital was measured using a rating scale response following a six-point Likert scale from strongly disagree (1) to strongly agree (6).

OCB was measured using a model designed, modified and adopted by Podsakoff et al., (1990) and Rachel Hannam and Nerina Jimmieson (2009) on a six point scale comprising of altruism, conscientiousness, sportsmanship and civic virtue as constituents OCB. The rating scale response followed the six-point Likert scale from; this is not like me at all (1) to this is very much like me (6) for teachers and without fail (6) to less than a quarter of the time for the supervisors. Respondents were required to state the teacher's code of conduct, kind of help extended to students and fellow colleagues, their level of participation in school activities and good manners. For instance, "I obey the teaching code of conduct, rules and regulations even though no one is watching me". Scale scores were computed by averaging across responses to the items in each scale.

Work-Life Balance was measured using Mathew and Panchanatham, (2011) questionnaire guide. This was a 3-point Likert scale from Sometimes to Not at all.

Teacher engagement was measured using Nona Lyons (2006) model. In this model Nona

adopted a six point linkert scaled instrument on which respondents were required to state what is expected of them at school and how they feel about their teaching job. For instance,” The mission of my school makes me feel my job is important”. The rate scale followed from; this very much like me (1) to this is not like me all (6).

### **3.8. Procedure of data collection**

A questionnaire developed using an interview guide (Munene et al., 2004; Luthans, 2010; Nona Lyons, 2006; Mathew and Panchanatham; 2011& podsakoff et al., 1990) capturing all the above constructs was employed in order to get quantifiable data. The questionnaire with two sections i.e. A and B (see Appendix) was administered to secondary teachers who were effectively involved in teaching. The researcher and research assistants administered a structured questionnaire which generated teachers’ attitudes and opinions. Thus, this enabled the researcher to collect much of information over a short period of time, since the sample population was large and the variables under study couldn’t directly observe the views, opinions, perceptions and feelings of the respondents. The researcher had to explain the purpose of the study to the respondents and guaranteed their anonymity and confidentiality of the information obtained.

### **3.9. Validity**

Validity establishes the degree to which the measure provides accurate representation of what is to be measured. The instrument used in this study has been used before in this country and the supervisors checked for the truthfulness of the tools.

### 3.10. Reliability

The researcher used items or information given by experts and collaborated with people knowledgeable in the field of research to check if the data is accurate, valid and reliable. The internal consistency of the instrument was established from the pilot study.

**Table 1:**

**Analysis showing the reliability of the instruments:**

Variable	N	Mean	Cronbach Alpha
Teacher competences	20	5.03	.75
Psychological Capital	21	4.99	.72
OCB	30	4.57	.76
SOCB	30	4.56	.75
Work Life Balance	19	1.57	.80
Teacher Engagement	27	4.97	.93

The reliability of instruments used to measure the variables in the above table was established by a Cronbach coefficient alpha test.

### 3.11. Ethical considerations

The researcher asked for permission from the Head teachers, to access the respondents i.e. Teachers. The respondents were given explanations as to why the research is being carried out and this was the basis of accepting or not accepting to participate in the research. Respondents

were not forced to participate in the research against their will. Confidentiality was of utmost consideration and all participants were given the right to secrecy.

## CHAPTER FOUR

### Presentation and Analysis of Findings

#### 4.1. Introduction

This chapter presents the results from the data analysis and their interpretation. The presentation and interpretation shows the results and tests used basing on the objectives of the study.

#### 4.2. Demographic information

Cross tabulation tables were used to reflect the demographic characteristics. The characteristics in the sample included school ownership, school location, and number of teachers in the school, type, founders, qualification of the respondents, their age, sex, other responsibilities, marital status, and length of service.

**Table 2: Name of the school**

	Frequency	Valid Percent
St Leo's College	27	10.2
King Solomon's College, Kyatega	12	4.5
Kakabara Secondary School	20	7.6
Kyebambe Girls	31	11.7
Bujubuli Vocational Secondary School	25	9.5
Mpara S. S	46	17.4
Kyenjojo Senior Secondary School	53	20.1
Mpanga Senior Secondary School	50	18.9
Total	264	100.0

The table above shows that out the 264 usable questionnaires majority of the respondents came from Kyenjojo Senior Secondary School (53) accounting for 20.1% and Mpanga Senior Secondary School (50) accounting for 18.9% respectively.

**Table 3: School age**

	Frequency	Valid Percent
0-19	69	26.1
20-39	30	11.4
40-59	27	10.2
60-79	51	19.3
80-99	30	11.4
100 and above	57	21.6
Total	264	100.0

The table above shows that out of the 264 usable questionnaires majority of the respondents, that is to say 26.1% said that, the school had been established between 0-19 years ago.

**Table 4: Grade of the school**

	Frequency	Valid Percent
Grade1	162	61.4
Grade 2	39	14.8
Grade3	62	23.5
Grade4	1	.4
Total	264	100.0

From the results in the above table, majority of the respondents (61.4%) said that their school was of a grade one category.

**Table 5: Ownership of the schools where the respondents work**

	Frequency	Valid Percent
Government	211	79.9
Private	53	20.1
Total	264	100.0

The table above shows that majority of the respondents were from government owned schools (211) accounting for 79.9% as compared to those private owned schools who contributed 20.1%.

**Table 6: Status of the school**

	Frequency	Valid Percent
Day	100	37.9
Boarding	100	37.9
Day and Boarding	64	24.2
Total	264	100.0

The table above shows that majority of the respondents were from a day or boarding school and they account for 37.9% respectively as compared to those from schools that were both day and boarding (24.2%)

**Table 7: School gender**

	Frequency	Valid Percent
Single	74	28.0
Valid Mixed	190	72.0
Total	264	100.0

The table above shows that most of the respondents were from mixed schools (190) and they account for 72.2% as compared to those from single sex schools who account for 28.0%.

**Table 8: School location**

	Frequency	Valid Percent
Rural	129	48.9
Urban	135	51.1
Total	264	100.0

The table above shows that majority of the respondents were from schools located in urban areas (135) and accounted for 51.1% as compared to those from rural who contributed 48.9%.

**Table 9: School population**

	Frequency	Valid Percent
0-499	26	9.8
500-999	73	27.7
Valid 1000-1999	103	39.0
2000 and above	62	23.5
Total	264	100.0



Of the 264 respondents, majority (103) said that schools had a students' population that ranged from 1000-1999 and these accounted for 39.0% of the total number of respondents.

**Table 10: Number of teachers in a school**

	Frequency	Valid Percent
0-9	95	36.0
10-19	35	13.3
20-29	2	.4
30-39	68	25.8
40-49	43	16.3
50 and above	21	8.0
Total	264	100.0

Of the 264 respondents, most number of respondents (95) were in schools with a teacher population of between 0-9 contributing to 36.1% followed by schools with a teacher population of between 30-39. The least respondents came from schools with a teacher population of 50 and above

**Table 11: Founders**

	Frequency	Valid Percent
Parents	56	21.2
Religion	74	28.0
Valid Government	132	50.0
Others	2	.8
Total	264	100.0

The table above shows that majority of the respondents (132) were from schools founded by the government who contributed 50.0%, these were followed by those who said that their school was founded by religion contributing 28.0% (74). The least respondents (.8) came from schools founded by other parties such as business persons.

**Table 12: Qualification of the respondent**

	Frequency	Valid Percent
Certificate	8	3.0
Diploma	144	54.5
Bachelors' degree	106	39.8
Masters' degree	6	2.3
Total	264	100.0

Of the 264 respondents, the majority of respondents (144) were Diploma holders contributing 54.8%, followed by Bachelors holders (106) accounting for 39.9% and Certificate holders (8). Respondents with a Master's degree were the least and these accounted for a 2.3%

**Table 13: Age of the respondents**

	Frequency	Valid percent
Below 25 years	59	22.3
26 - 35 years	134	50.8
36 - 45 years	43	16.3
46 - 55 years	26	9.8
Above 55 years	2	.8
Total	264	100.0

The majority of respondents were between the ages of 26-35 were 134 taking 50.8% while those who said that they were above 55 years accounted for the least number of 2 taking a 0.8% were the least.

**Table 14: Sex of the respondents**

	Frequency	Valid Percent
Male	157	59.5
Female	102	38.6
Total	264	100.0

The table above shows that majority of respondents were male (157), accounting for 59.5% as compared to females (107) who contributed 40.5 %.

**Table 15: Marital status of the respondents**

	Frequency	Percent
Single	96	36.3
Married	149	56.4
Separated	8	3.0
Divorced	4	1.5
Widowed	4	1.5
Others e.g. cohabiting	3	1.1
Total	264	100.0

From the results in table, majority of the respondents were married (149) contributing 56.4%, the rest were single contributing 36.3%, separated 3.0%, divorced 1.5% widowed 1.5% while others e.g. cohabiting were the list contributing 1.1%.

**Table 16: Duration in service**

Years	Frequency	Percent
0-1	19	7.2
2-5	131	49.6
6-10	83	31.4
11-15	26	9.8
20 and above	5	1.9
Total	264	100.0

The majority of respondents (126) had served between 2-5 years accounting for 48.6%. Respondents who had been service for more than 20 years were the least followed by those who had served for between 0-1 accounting for 1.9% and 7.3% respectively.

### 4.3. Bivariate correlation

**Table 17:**

	Psychological Capital	Teacher Competences	Organisational Citizenship Behavior	Supervisor organisational Citizenship Behavior	Work Life Balance	Teacher engagement
Psychological Capital	264					
Teacher Competences	.546**					
Organisational Citizenship Behavior	.395**	.421**				
Supervisor organisational Citizenship Behavior	.157*	.115	.294**			
Work Life Balance	.094	.060	.033	.236**		
Teacher engagement	.151*	.051	.024	.033	.253**	1

\*\* . Correlation is significant at the 0.01 level (1-tailed).

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

The Bivariate correlation test was used to establish the relationship between the variables used in the study. Results in the above table show that teacher engagement correlates with psycap and work-life balance. Results in table above were interpreted under the subsections that follow with guide by the research objectives. Correlation was significant at 0.01 level (1-tailed).

#### **4.3.1. Relationship between teacher competences and organisational citizenship behavior**

The findings from the correlation results showed a positive correlation between teacher competences and organisational citizenship behavior ( $r=.42$ ,  $P \leq .01$ ). This shows that when teacher have the required competences, it increases their ability to engage in extra role activities.

#### **4.3.2. Relationship between psychological capital and organisational citizenship behavior**

The findings from the correlation results showed a positive correlation between psychological capital and organisational citizenship behaviour ( $r=.40$ ,  $P \leq .01$ ). This shows that when psychological capital is strengthened then organisational citizenship behaviour increases.

#### **4.3.3. Relationship between work life balance and teacher engagement**

The findings from the correlation results showed a positive correlation between work-life balance and teacher engagement ( $r=.25$ ,  $P \leq .01$ ). This shows that when work life balance is strengthened then engagement increases

#### **4.4. Regression analysis**

In the analysis of data, results showed control variables as significant predictors of engagement among teachers, thus could not be ignored. The results are as follows below.

#### 4.4.1. Table 18: Hierarchical Regression Model:

A. Dependent Variable: Teacher engagement

Predictor Variable	B1	B2	B3	B4	B5	B6
(Constant)	9.275**	7.009**	7.180**	7.512**	7.046**	7.359**
Sch. status 1	.404**	.436**	.450**	.478**	.450**	.433**
School pop. 2	.476**	.511**	.532**	.528**	.554	.567**
Teach. Pop. 3	.123*	.114*	.117*	.112*	.112	.095*
School shift 4	.860**	.921**	.918**	.896**	.910**	.950**
Founders 5	.346*	.360	.355*	.330*	.318*	.297*
Psychcap.		.439*	.533*	.567*	.541*	.520*
Teacher competence			.146	.115	.117	.093
OCB				.120	.136	.147
OCBS					.187	.210
WLB						.235
R <sup>2</sup>	.260	.292	.296	.298	.302	.304
R <sup>2</sup> adj.	.167	.196	.194	.191	.188	.185
Δ R <sup>2</sup>	.260	.031	.004	.003	.004	.003
ΔF	2.80**	5.56*	.70	.45	.66	.46
F	2.80**	3.05**	2.91**	2.77**	2.66**	2.54**

\*\* .01 level (1-tailed).

\* .05 level (2-tailed).

The analysis in the above table shows how much each of the four independent variables of teacher competences, psychological capital, organisational citizenship behavior and work-life balance significantly contributed to the dependent variable of teacher engagement. In all models the five control variables of school status, school population, teacher population, school shift and founders of the school are consistently relating with the independent variables to contribute to the dependent variable teacher engagement (see appendix 3).

Using regression analysis model, model 1 had control variables in which school status, school population, teacher population, school shift and founders of the school explained 16.7% of teacher engagement. In model 2, psychological capital is introduced, predicting a variation in teacher engagement by 3.1%.

When introduced in Model 3, teacher competence caused a variation in teacher engagement by 0.4%. In model 4, organisational citizenship behavior when introduced there was a variation in teacher engagement by 0.3%. Supervisor organisational citizenship behavior when introduced in Model 5 caused a variation of 0.4% to the dependent variable of teacher engagement.

In model 6 work-life balance is brought to the equation causing a variation of 0.3% of teacher engagement. The control variables and study variables had a prediction of 18.5% of teacher engagement ( $F=2.54^{**}$ ).



#### 4.4.2. Multiple regression analysis

This was used to establish the model fit of independent variables and what effect each independent variables (teacher competences, psychological capital, Organisational citizenship behaviour and work life balance) had on the dependent variable (teacher engagement). The table below shows the results that were obtained.

**Table 19: Multiple regression analysis**

Coefficients <sup>a</sup>										
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Rsq	Adjustedr	F	Sig
		B	Std. Error	Beta						
	(Constant)	4.184	.865		4.836	.000	.099	.082	5.689	.000
1	Psychological Capital	.306	.156	.144	1.960	.051				
	Teacher Competences	.062	.135	.034	.459	.647				
	Organisational Citizenship Behavior	.242	.123	.136	1.965	.051				
	Supervisor organisational Citizenship Behavior	.252	.146	.111	1.726	.086				
	Work Life Balance	.711	.162	.272	4.375	.000				
A. Dependent Variable: Teacher engagement										

\*\* .01 level (1-tailed)

\* .05 level (2-tailed)

The table shows that the 'adjusted R square' results indicate that 8% explain teacher engagement. The most predictor of teacher engagement is work-life balance with a Beta= .272,  $t= 4.375$ ,  $sig= .000$ , psychological capital and organisational citizenship behavior respectively. The  $F=5.689$ ,  $P= .000$  values indicate that these variables are statistically significant predictors of Teacher Engagement.

## CHAPTER FIVE

### **Discussion of findings, Conclusion, and Recommendations:**

#### **5.1. Introduction**

In this chapter, a presentation of the discussion of the findings in chapter four in relation to the research objectives of the study and a review of related literature is made. The chapter is divided into three sections: the first section discusses the relationship between the research objectives, followed by the recommendations, the conclusion and areas of further research.

#### **5.2. Examining the relationship between Psychological Capital and Organisational Citizenship Behaviour.**

Findings of the study indicated a significant positive relationship between Organisational Citizenship Behavior and psychological capital. This demonstrates that psychological capital has a significant implication on teachers' organisational citizenship behaviour.

This finding is consistent with the research carried out by Norman et al. (2008), on 199 working adults from a cross section of organizations in the United States where it was found that institutional identity moderated the relationship between psychological capital and both employee deviance and organizational citizenship behaviors. It was also found that employees with high psychological capital in addition to strong identification with the organization were most likely to engage in organizational citizenship behaviors and at the smallest extent likely to engage in deviance behaviors.

Shahnawaz et al. (2009), made a study on the relationship and impact of psychological capital and found that it was different in public and private organizations. This supported their

contention that the context of organization was very important in impacting the relationship between psychological capital and OCB (Shahnawaz et al., 2009). Research carried out by Oplatka et al. (2009) alluded to various aspects of teacher O.C.B that were given by respondents such as innovative instruction, comprehensive evaluation of achievements, student adapted instruction, teaching during vacations for no additional wages, helping students in noncontract time. Aspects like taking on new responsibilities with no financial compensation, creating personal attachment with disadvantaged students, helping new teachers and guiding others professionally were also mentioned, these are all components of OCB.

Norman et al. (2008), views psychological capital as a potentially more valuable contributor as well as a multiple variable derived from the combination of hope, optimism, self-efficacy and resilience. This is likely to be related to desirable work behaviors that support the organization through non documented job behaviors and so, there is a likelihood that positive psychological capital may lead to desirable work behaviors that usually not acknowledged as part of the employee job description but organisations cannot survive without them. These are usually offered voluntarily by the individual employee in support of the organization itself. Myers (2005), posts that while teaching some people find themselves engaging their skills and time passes without notice. If an activity feels good, if it comes easily, if you look forward to it then you can see your strengths at work.

According to Lefton et al. (2006), people who are motivated by the need to achieve a given outcome, have a propensity to view oneself as being of a high self worth with the belief that they can successfully engage in any activity and execute a specific behaviour or task. O.C.B in schools provides a serious education perspective in which teachers are hardly ever absent, make efficient use of their time, work as a team and be part of this team to emphasize

professional activities rather than personal ones, and in away teachers use their talent and effort to benefit all parties involved in the running of the school i.e. parents, students employers and fellow employees (Garg et al., 2006).

According to Garg et al. (2006), OCBs are positively related to collegial leadership, professional teacher behavior, achievement press, and institutional vulnerability, which are some of the vital aspects of climate profile of any school. They also found that OCB is positively correlated to school mindfulness, and perceived organizational (Garg, et al., 2006). Students in such an environment are considered to benefit from a teacher who accomplishes O.C.Bs in his/her work in terms of high achievement, well-being, and behaves in class (Oplatka et al., 2009).

### **5.3. Relationship between teacher competences and organisational citizenship behavior**

Findings from the correlation analysis confirm a significant positive relationship between teacher competences and OCB. This demonstrates that teacher competences have a significant implication on their ability to engage in extra role activities. Accordingly, competences affect the values, behaviors, civic virtues, communication abilities, aims and practices of every teacher in school (Selvi, 2010).

This finding is consistent with Kagaari and Munene (2007) who submits that teachers with relevant competences do exhibit discretionary behaviors (OCB) at work. According to Munene et al (2009) teacher OCB can positively be linked with educational trips, guidance and counseling, increased interests in attending school and PTA meetings and participation in co-curricular activities. OCB is normally manifested as teachers participate in school events and activities as well as taking on unrewarded roles in the school such as providing special

assistance to students outside tutorial hours and helping out students with personal problems, introducing innovations in teaching and in designing assignments while others help fellow staff with administrative tasks, and provide emotional assistance. These are typical behaviors exhibited by competent teachers who demonstrate knowledge of the content area and approved curriculum in such a way that he or she utilizes, extends and adds to the refinement as well as development of the approved curriculum (“New Mexico teacher competences”, retrieved on the 23<sup>rd</sup> of August of 2012). OCB is more strongly mustered when employees have a strong level of affective attachment to their organisation. This implies that organisations that encourage and facilitate their teachers to develop their competences are likely to enjoy the benefits of OCB and receive positive feedback from such teachers (Munene et al., 2009). This study revealed that the perception of high level of autonomy and influence on the work and possibility of using one’s competences have a strong independent positive influence on the mobilization of discretionary behaviors.

Sokolova (2011) as well supports the above researchers by further maintaining that teachers need to possess a system of knowledge about nature and human beings. This implies that teachers need to know how to form a system of all- purpose teaching activities, spiritual and moral values, creating an innovative educational environment and assessing the results of education on the individual and subject level. This requires several skills and competences such as good interpersonal relations with children or students, their parents, as well as fellow staff; and the ability to constantly along with reflectively managing or regulating oneself (Tal, 2010).

#### **5.4. Relationship between work life balance and teacher engagement**

Findings of the study also revealed a significant positive relationship between work life balance and teacher engagement. This demonstrates that balancing work and non work situations by teachers have a significant implication on their ability to be engaged in both academic and non academic life of their students. In view of that, encouraging work-life balance is a way to attract and retain the labor force needed to support economic well-being and so teacher engagement is critical to competitive advantage in a labor market where skilled, committed people are increasingly hard to find and keep (McPherson, 2007).

This finding is consistent with work/life scholars see for instance, Jeremy (2009), who posted that work practices that foster engagement must consistently be administered to employees such that they receive traditional benefits of the initiative. Employees who are reluctant to use flexible arrangement provided by school administration, for fear of negative career scenarios, believe that they may not gain from the intended benefits of such organisational programmes and this affects their engagement (Jeremy, 2009). This implies that in situation where employees are excluded from work initiatives provided by the organisation, such employees may express resentment towards the organisation (Jeremy, 2009). This is normally visible in less positive work and non working attitudes (disengagement). Therefore, in situations where organisational flexible work policies are inconsistently administered, employees may perceive greater interference in balancing work and personal/family responsibilities thus teacher disengagement.

Discretionary effort can negatively impact on work-life balance (McPherson, 2007) and where discretionary effort is a result of investment in employee well-being, such as through work-life balance provisions, productivity improvements may be compatible with work-life

balance and are likely to be more sustainable due to employee engagement. Good quality line management, commitment to employee wellbeing and clear, accessible human resource policies and practices to which managers at all levels are committed are necessary to increase employee engagement (McPherson, 2007).

### **5.5. Conclusion.**

This study used teacher competences, psychological capital, work-life balance and organisational citizenship behaviour to predict teacher engagement. The study aimed at identifying the relationship between Psychological Capital and Organizational Citizenship Behavior, Teacher Competences and Organizational Citizenship Behavior as well as the relationship between Work-Life Balance and Teacher Engagement results showed significant positive correlations.

The study also aimed at identifying the relationship between Psychological Capital and Work-Life Balance, Organizational Citizenship Behavior and teacher engagement, as well as relationship between teacher competences and Work-Life Balance where the study found weak correlations. However the independent variables were found to be significant predictors of teacher engagement.

### **5.6. Recommendations.**

From the literature review and findings of the study, it has been established that there is a positive relationship between teacher competences, psychological capital, organisational citizenship behaviour, work-life balance and teacher engagement.

Basing on the findings of teacher competence and organisational citizenship behaviour which portrayed a significant relationship it is advised that management in schools as well as teachers themselves should pay attention to their competences and ensure that they are nurtured



and maintained. School managements should also ensure that measures that nurture organisational citizenship behaviour and teacher competences are put in place. This will enhance self development that would enable meet the individual and institutional goals.

There is need for management to create environments that encourage teachers to be optimistic, hopeful, and resilient with self-efficacy. This can be done by encouraging teachers to be positive in everything they do, and to look at state of affairs and challenges in a positive manner which will wholly enhance performance and job satisfaction.

Managements in schools should put in place flexible work arrangement and allow work portability.

Administrations in schools also need to establish a clear, understandable and reliable source for professional development of teachers to stimulate personal growth, learning, and development. Management should also work out ways of building and encouraging discretionary behaviours to enable teachers go an extra mile, help others and avoid deeds that are detrimental to others as well as to the institution, in addition to working collaboratively such that all the members of the institution are benefited. The discretionary behaviors, striking a balance between work and non work lives as well as engagement can be achieved through motivation, team work, reward, good leadership styles, development, good interpersonal relationships, mutual trust, respect, and involvement in the decision making, planning, organising, and management of the institutions.

Managements in schools need to enhance a resourceful work environment, encourage autonomy, supervisory coaching, and opportunities for development to drive people's attitudes and behaviors. This will go a long way in building on teachers' psychological capital and

competences as well as their ability to have a balance between work and family roles which will in turn enhance positive emotions and emotional well-being consequently cultivating positive engagement. This engagement will bear a positive effect on job performance and increase quality of student learning.

According to the state minister for higher education John Chrysostom Muyingo (New vision, Monday, August 26, 2013) a range of skills have been diagnosed as missing in most of today's graduates thus explaining the vice in our society such as teachers' having sexual relationships with their students while others defile and rape their students as well as students, corruption, theft, violence and other forms of moral decadence. Schools (both primary and secondary), vocational and higher institutions of learning therefore, are advised to impart vital skills like public speaking to their students.

In addition to the content offered by the curriculum, trainees like teachers, need to be equipped with leadership skills and ethics. Therefore proprietors of institutions of learning need to develop a vision for their centre that is beyond the curriculum and policies laid down by the ministry of education and sports to put their trainees at an advantage in the East African job market. The theft of school or institutional property like test books, laboratory equipments and neglect of duty could go down to lack of extra skills since institutions of learning are beholden on the curriculum (Muyingo, 2013).

Mgt in schools should pay attention to desirable behaviors exhibited by teachers and encourage such practices.

Government and school managements need to put in place measures that enhance knowledge acquisition and maintenance. (CMEs and Visiting inspirational speakers). This will

be achieved if management in schools borrow a leaf from the medical field who have continuous medical education on a weekly basis as well as occasional talks from visiting inspirational speakers. This has enabled managements in hospitals to develop and manage knowledge by tapping, sharing, storing, retrieving and utilising the information. This will enable teachers build on their competences, be empowered, have a sense of control, be motivated by the need to achieve, and to improve on their professional image.

Government and other policy makers in the educational system need to revisit competences designed for teachers and find ways of improving them such that they can enhance teacher engagement.

Management in schools should also go beyond human capital (usually recognized to be the education, experience and implicit knowledge of Human Resources) and focus on “positively oriented human resource strengths and psychological capacities that can be measured, developed, and managed because just as teaching is an intentional activity, so is the building of psychological capital. This is because teachers who build psychological capital not only increase their general level of well-being, but also develop measures that are necessary to persevere through the teaching process.

### **5.7. Limitations of the study.**

Collecting data from the respondents took longer than expected. Many respondents did not fill the questionnaires in the time that was given to them (three weeks) and others simply lost the questionnaires. This delayed the work.

Many respondents were teaching in several schools and were not readily available to fill the questionnaires.

Management in some schools refused to grant permission to carry out research from their schools for fear that it would be used against them, nevertheless in some other schools management granted permission to carry out research, but the respondents refused to fill the questionnaires. They were returned unfilled.

The entire process of carrying out research was logistically overwhelming to the researcher due to increasing costs of materials and services.

### **5.8. Areas for further research.**

A longitudinal study could be carried out to get more information on the variables used in this research.

There is need to research and find out the other factors that could predict Teacher Engagement such as pedagogical development in the teaching and learning process and the use of interviews to get in-depth information on the variables in the study .

The astonishing finding is that, there was no relationship between psychological capital and work-life balance, organisational citizenship behavior and teacher engagement, teacher competence and work-life balance found. This is contrary to the earlier academic work of Luthans et al., (2008, 2010) and Avey et al., (2006) who posted that being embraced with psychological capital could mean having knowledge of one's self and his surroundings. That is to say, one knows his or her strong and weak points and make use of the capabilities (strong points) to deal with any state of affair with a lot of self belief or confidence, optimism and hope to successfully cope with both home and work related stressors as well as develop competences in similar environment with similar stressors, sustain and be able to bounce back even beyond to attain a desired balance between family and work life.

As earlier pointed out, it was a surprising result to find no relationship between OCB and teacher engagement. This is contrary to the earlier scholarly work, for instance, Gilbert et al., (2010) posted that, positive social behaviors among co-teachers may in particular serve a motivation to the effective functioning of school unit by contributing towards teacher engagement in school activities and friendly school environment which supports task performance.

Therefore if the researcher did not find relationships between psychological capital and work-life balance, OCB and teacher engagement, teacher competence and work-life balance may not mean that, they do not exist. So there should be further studies on the study variable so that a contribution is made to the literature that focus and apply to Ugandan setting.

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## Appendix 1

### A RESEARCH SURVEY IN TEACHER COMPETENCES, WORK LIFE BALANCE, PSYCHOLOGICAL CAPITAL, ORGANISATIONAL CITIZENSHIP BEHAVIOR AND TEACHER ENGAGEMENT IN SECONDARY SCHOOLS

#### DEAR RESPONDENT,

As part of the requirements for the award of the degree of MHRM the Researcher is administering this questionnaire to collect data on "Teacher competences, Work Life Balance, Psychological capital, Organisational Citizenship Behavior and Teacher Engagement in Senior Secondary Schools".

You have been purposefully selected by the researcher to participate in this study because you perform the role of a teacher. The Results of this study will be treated confidentially and only used for research purposes. Your participation is voluntary, and indeed your name may not be required. Please tick the appropriate box or space that best represent your feelings.

**There is no wrong or correct answer but try to be very truthful and honest in all your responses that you will give.**

**Your cooperation is highly appreciated**

Respondent's Code.....

#### SECTION A: BACKGROUND INFORMATION

Name of the school  
.....

(Please for this section write your answers in the empty boxes below)

##### 1. School background information

School Age	Grade of the school (1,2,3/4)	Ownership	Status of the school	School gender
When was the school founded?		1. Government, 2. Private	1. Day 2. Boarding	1. Single 2. Mixed

<b>School location</b>	<b>School population</b>	<b>Give the Number of <i>teachers</i> in the school</b>	<b>Is the school</b>	<b>Founders</b>
1. Rural 2. Urban	Give the number of <i>students</i> in the school		1. Double shift 2. Single session	1. Parents, 2. Religion, 3. Government

## 2. Teacher's background information

### Qualification of the respondent (Please state if other)

Certificate	Diploma	Bachelors' degree	Masters degree	PHD	Any other Professional course
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### 3. Age of respondent (Circle or tick one)

Below 25 years	26-35 years	36-45 years	46-55 years	Above 55 years
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### Sex of the respondent (Circle one)

Male	Female	Responsibility at school:.....
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### Marital status (Circle or tick one)

Single	Married	Separated	Divorced	Widowed	Other e.g. Partnership
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### How long have you worked in the school?

0- 1 year	2-5 years	6-10 years	11-15 years	Above 20 years
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## SECTION B: Teacher competences, Psychological capital, and Organisational Citizenship Behavior.

Please use the following response scale to fill the table below by circling the number which represents the most appropriate answer as illustrated below. Kindly be as objective as possible

### Teacher competence

Rate yourself on the behavior listed below by comparing yourself to an imaginary individual described by each behavior. Use the scale below to compare and rate yourself.

This is very much like me	This is like me	This is somewhat like me	This is a little like me	This is not like me	This is not like me at all
6	5	4	3	2	1

<b>PLANNING AND EXECUTING EDUCATIONAL TRIPS, DEBATES AND SCHOOL COMPETITIONS</b>						
1. Direct and facilitate the discussions by setting regulations for the discussions	1	2	3	4	5	6
2. Write letters to invite the resource people and students from other schools	1	2	3	4	5	6
3. Invite successful people in different professions to talk to the students	1	2	3	4	5	6
4. Write letters to students' parents to inform them of the trips	1	2	3	4	5	6
<b>SETTING AND ADMINISTERING REVISION EXERCISES AND EXAMINATIONS</b>						
1. Set examination according to school syllabus within the specified period and administer them within the specified regulations	1	2	3	4	5	6
2. Set standard examinations in terms of format and numbers with clear instructions and questions refer to the subject matter	1	2	3	4	5	6
3. Proof read to remove errors before issuing the exams	1	2	3	4	5	6
4. Time the examinations, Invigilate and oversee examinations	1	2	3	4	5	6
<b>GUIDE AND COUNSEL STUDENTS</b>						
1. Identify individual students' problems, advise and guide them on the options they can use to solve their problems	1	2	3	4	5	6
2. Prepare and organise students to make presentations at the assembly and in workshops	1	2	3	4	5	6
<b>ORGANISE AND FACILITATE CO-CURRICULAR ACTIVITIES</b>						
1. Requisition and make lists of materials required for co-curricular activities e.g.	1	2	3	4	5	6

2. sports equipment, musical instruments etc	1	2	3	4	5	6
3. Identify activities to be carried out through the week	1	2	3	4	5	6
<b>CONDUCT CONTINUOUS ASSESSMENT</b>						
1. Mark and score the test/assignment	1	2	3	4	5	6
2. Administer test/assignment	1	2	3	4	5	6
<b>PLAN, PREPARE TEACHING AND LEARNING MATERIALS AND TEACH LESSONS</b>						
1. Evaluate students' understanding of the lesson	1	2	3	4	5	6
2. Ask students questions and get them to participate	1	2	3	4	5	6
<b>ATTEND SCHOOL AND PTA MEETINGS</b>						
1. Contribute opinions and suggestions	1	2	3	4	5	6
2. Participate in meeting discussions	1	2	3	4	5	6
3. Take note of issues that affect your subject area and yourself	1	2	3	4	5	6
4. Attend meetings on time	1	2	3	4	5	6

### PSYCHOLOGICAL CAPITAL

Please confirm how you feel about your experience since you joined the organisation you work for confirming a situation

Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
1	2	3	4	5	6

<b>PSYCHOLOGICAL CAPITAL</b>	<b>Scale</b>					
I feel confident analysing a long-term problem to find a solution.	1	2	3	4	5	6
I feel confident in representing my work area in meetings with management.	1	2	3	4	5	6
I feel confident contributing to discussions about the company's strategy.	1	2	3	4	5	6
I feel confident helping to set targets/goals in my work area.	1	2	3	4	5	6

I feel confident contacting people outside the company (e.g., suppliers, customers) to discuss problems.	1	2	3	4	5	6
I feel confident presenting information to a group of colleagues.	1	2	3	4	5	6
If I should find myself in a jam at work, I could think of many ways to get out of it.	1	2	3	4	5	6
At the present time, I am energetically pursuing my work goals.	1	2	3	4	5	6
There are lots of ways around any problem.	1	2	3	4	5	6
Right now I see myself as being pretty successful at work.	1	2	3	4	5	6
I can think of many ways to reach my current work goals.	1	2	3	4	5	6
At this time, I am meeting the work goals that I have set for myself.	1	2	3	4	5	6
When I have a setback at work, I have trouble recovering from it, moving on.	1	2	3	4	5	6
I usually manage difficulties one way or another at work.	1	2	3	4	5	6
I can be "on my own," so to speak, at work if I have to.	1	2	3	4	5	6
I usually take stressful things at work in stride.	1	2	3	4	5	6
I can get through difficult times at work because I've experienced difficulty before	1	2	3	4	5	6
I feel I can handle many things at a time at this job.	1	2	3	4	5	6
When things are uncertain for me at work, I usually expect the best.	1	2	3	4	5	6
If something can go wrong for me work-wise, it will.	1	2	3	4	5	6
I always look on the bright side of things regarding my job.	1	2	3	4	5	6
I'm optimistic about what will happen to me in the future as it pertains to work	1	2	3	4	5	6
In this job, things never work out the way I want them to.	1	2	3	4	5	6
I approach this job as if every activity or situation is promising no matter the initial roadblocks	1	2	3	4	5	6

### ORGANIZATIONAL CITIZENSHIP BEHAVIOURS FOR THE TEACHER

Rate yourself on the behaviors listed below by comparing yourself to an imaginary individual described by each behavior. Use the scale below to compare and rate yourself.

This is very	This is like	This is somewhat	This is a little	This is not	This is not
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much like me	me	like me	like me	like me	like me at all
6	5	4	3	2	1

<b>ORGANISATIONAL CITIZENSHIP BEHAVIOURS (OCBS)</b>	<b>Scale</b>					
She/he complies with the school rules and regulations even when nobody is watching	1	2	3	4	5	6
She/he takes the job seriously and rarely make mistakes	1	2	3	4	5	6
She/he tries hard to study to increase the quality of work output	1	2	3	4	5	6
She/he often arrives early and starts work immediately	1	2	3	4	5	6
She/he is willing to assist new colleagues adjust to the work environment	1	2	3	4	5	6
She/he is willing to assist colleagues solve work related problems	1	2	3	4	5	6
She/he is willing to cover work assignment for other colleagues when needed	1	2	3	4	5	6
She/he is willing to coordinate and communicate with colleagues	1	2	3	4	5	6
She/he uses illicit tactics to seek personal influence and gain with harmful effect on other colleagues	1	2	3	4	5	6
She/he uses personal positions and power to pursue selfish personal gain	1	2	3	4	5	6
She/he often speaks ill of supervisors or colleagues behind their back	1	2	3	4	5	6
She/he conducts personal business on school time e.g. shopping	1	2	3	4	5	6
She/he uses school resources to do personal businesses e.g. computer	1	2	3	4	5	6
She/he creates excuses to take school properties for home use	1	2	3	4	5	6
She/he is willing to tell outsiders good news about the school	1	2	3	4	5	6
She/he clarifies misunderstanding about the school to the outsiders	1	2	3	4	5	6
She/he makes constructive suggestions that can improve the operation of the school.	1	2	3	4	5	6
She/he actively attends school meetings	1	2	3	4	5	6
She/he gives relevant references to students	1	2	3	4	5	6
She/he prepares lesson plans and scheme of work	1	2	3	4	5	6
She/he avails extra time for student for consultation	1	2	3	4	5	6

<b>ORGANISATIONAL CITIZENSHIP BEHAVIOURS (OCBS)</b>	<b>Scale</b>					
She/he carries out progressive assessment for students	1	2	3	4	5	6
She/he gives home work to students	1	2	3	4	5	6
She/he registers and keeps all records of his/her students	1	2	3	4	5	6
She/he seeks and accepts responsibilities	1	2	3	4	5	6
She/he performs competently under pressure	1	2	3	4	5	6
She/he gets work done within set time	1	2	3	4	5	6
She/he readily accepts more work when given	1	2	3	4	5	6
She/he does not take days off without permission or proper reason	1	2	3	4	5	6
She/he develops solutions to school problems	1	2	3	4	5	6

### **ORGANIZATIONAL CITIZENSHIP BEHAVIORS: TO BE COMPLETED BY THE SUPERVISOR**

Please use the response scale to evaluate the teacher. Kindly be as objective as possible.

Without fail	Almost all the time	Most of the time	About half of the time	Less than half of the time	Less than a quarter of the time
6	5	4	3	2	1

<b>Organisational Citizenship Behaviors (OCBs)</b>	<b>Scale</b>					
She/he complies with the school rules and regulations even when nobody is watching	1	2	3	4	5	6
She/he takes the job seriously and rarely make mistakes	1	2	3	4	5	6
She/he tries hard to study to increase the quality of work output	1	2	3	4	5	6
She/he often arrives early and starts work immediately	1	2	3	4	5	6
She/he is willing to assist new colleagues adjust to the work environment	1	2	3	4	5	6
She/he is willing to assist colleagues solve work related problems	1	2	3	4	5	6
She/he is willing to cover work assignment for other colleagues when	1	2	3	4	5	6



Organisational Citizenship Behaviors (OCBs)	Scale					
needed						
She/he is willing to coordinate and communicate with colleagues	1	2	3	4	5	6
She/he uses illicit tactics to seek personal influence and gain with harmful effect on other colleagues	1	2	3	4	5	6
She/he uses personal positions and power to pursue selfish personal gain	1	2	3	4	5	6
She/he often speaks ill of supervisors or colleagues behind their back	1	2	3	4	5	6
She/he conducts personal business on school time e.g. shopping	1	2	3	4	5	6
She/he uses school resources to do personal businesses e.g. computer	1	2	3	4	5	6
She/he creates excuses to take school properties for home use	1	2	3	4	5	6
She/he is willing to tell outsiders good news about the school	1	2	3	4	5	6
She/he clarifies misunderstanding about the school to the outsiders	1	2	3	4	5	6
She/he makes constructive suggestions that can improve the operation of the school.	1	2	3	4	5	6
She/he actively attends school meetings	1	2	3	4	5	6
She/he gives relevant references to students	1	2	3	4	5	6
She/he prepares lesson plans and scheme of work	1	2	3	4	5	6
She/he avails extra time for student for consultation	1	2	3	4	5	6
She/he carries out progressive assessment for students	1	2	3	4	5	6
She/he gives home work to students	1	2	3	4	5	6
She/he registers and keeps all records of his/her students	1	2	3	4	5	6
She/he seeks and accepts responsibilities	1	2	3	4	5	6
She/he performs competently under pressure	1	2	3	4	5	6
She/he gets work done within set time	1	2	3	4	5	6
She/he readily accepts more work when given	1	2	3	4	5	6
She/he does not take days off without permission or proper reason	1	2	3	4	5	6

<b>Organisational Citizenship Behaviors (OCBs)</b>	<b>Scale</b>					
She/he develops solutions to school problems	1	2	3	4	5	6

### Work Life Balance

Please circle the most appropriate answer and elaborate where necessary.

<b>All the time</b>	<b>Sometimes</b>	<b>Not at all</b>
3	2	1

<b>Please circle the most appropriate answer.</b>	<b>Scale</b>		
Do you have servants/helpers in your home	3	2	1
My family members support me in my teaching activities/daily chores at home	3	2	1
Do you have difficulties in managing your family duties and work activities simultaneously	3	2	1
I am able to spend enough time with my family members and dependents	3	2	1
I am able to spend weekends and holidays with my family	3	2	1
I often sacrifice my personal needs for the cause of my teaching/familial roles	3	2	1
I am able to balance my work and family domains in a satisfactory way	3	2	1
After becoming a teacher I have sleeping irregularities	3	2	1
I am able to give justice to my family and social obligations due to my teaching career	3	2	1
I am able to look after all my roles/duties in a satisfactory manner	3	2	1
My spouse/partner helps me in family/teaching roles/duties	3	2	1
My family roles and work duties interfere with each other leading to work-life issues	3	2	1
The experience that I have gained and roles I play in my teaching domain as well as in the family domain are mutually beneficial in resolving challenges in a cross domain manner	3	2	1

## Teacher Engagement

Kindly use the following response scale by ticking the right number, which you think is most appropriate. Please be as objective as possible.

<b>This is very much like me</b>	<b>This is like me</b>	<b>This is somewhat like me</b>	<b>This is a little like me</b>	<b>This is not like me</b>	<b>This is not like me at all</b>
<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

	<b>Teacher engagement Item</b>	<b>Scale</b>					
1	I know what is expected of me at work	1	2	3	4	5	6
2	I have enough resources to get my work done best	1	2	3	4	5	6
3	At work , I have the opportunity to do what I do best every day	1	2	3	4	5	6
4	I always receive recognition or praise for doing a good work	1	2	3	4	5	6
5	My supervisor cares about me as a person.	1	2	3	4	5	6
6	I am always encouraged by workmates to put more effort.	1	2	3	4	5	6
7	At work, my opinion seem to count	1	2	3	4	5	6
8	The mission or purpose of my school makes me feel my job is important	1	2	3	4	5	6
9	My fellow teachers and I are committed to doing quality work	1	2	3	4	5	6
10	I feel that the amount of work I am expected to do is reasonable	1	2	3	4	5	6
11	My job inspires me	1	2	3	4	5	6
12	I am involved in the performance of this school	1	2	3	4	5	6
13	I can easily communicate with my seniors and co- teachers	1	2	3	4	5	6
14	I trust my colleagues and senior management	1	2	3	4	5	6
15	My work gives me a feeling of personal accomplishment	1	2	3	4	5	6
16	I am happy to be part of this school	1	2	3	4	5	6
17	I find my work full of meaning and purpose	1	2	3	4	5	6
18	I am bursting with energy in my work	1	2	3	4	5	6

	Teacher engagement Item	Scale					
		1	2	3	4	5	6
19	I am enthusiastic about the job I do.	1	2	3	4	5	6
20	At work, I am prepared to work hard, even when things do not go well	1	2	3	4	5	6
21	I enjoy my work and feel happy at work	1	2	3	4	5	6
22	I really “throw” myself into my job	1	2	3	4	5	6
24	Sometimes I am so into my job that I lose track of time	1	2	3	4	5	6
25	This job is all consuming; I am totally into it	1	2	3	4	5	6
26	I share my skills and experience with other teachers of my school	1	2	3	4	5	6
27	I teach and enjoy all my lessons	1	2	3	4	5	6
28	When I get up in the morning, I feel like going to work	1	2	3	4	5	6

**Thank you for your cooperation.**

## Appendix 2

### Frequency Distribution

		<b>Name of the school</b>			
		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	St Leo's College	27	10.2	10.2	10.2
	King Solomon's College, Kyatega	12	4.5	4.5	14.8
	Kakabara Secondary School	20	7.5	7.6	22.3
	Kyebambe Girls	31	11.7	11.7	34.1
	Bujubuli Vocational Secondary School	25	9.4	9.5	43.6
	Mpara S. S	46	17.4	17.4	61.0
	Kyenjojo Senior Secondary School	53	20.0	20.1	81.1
	Mpanga S. S	50	18.9	18.9	100.0
<b>Total</b>		<b>264</b>	<b>100.0</b>	<b>100.0</b>	

		<b>SMEAN(School age)</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	69	26.1	26.1	26.1
	2.00	30	11.4	11.4	37.5
	3.00	27	10.2	10.2	47.7
	4.00	51	19.3	19.3	67.0
	5.00	30	11.4	11.4	78.4
	6.00	57	21.6	21.6	100.0
	<b>Total</b>	<b>264</b>	<b>100.0</b>	<b>100.0</b>	

		<b>SMEAN(School gender)</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	74	28.0	28.0	28.0
	2.00	190	72.0	72.0	100.0
	<b>Total</b>	<b>264</b>	<b>100.0</b>	<b>100.0</b>	

<b>SMEAN(Grade)</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	162	61.4	61.4	61.4
	2.00	39	14.8	14.8	76.1
	3.00	62	23.5	23.5	99.6
	4.00	1	.4	.4	100.0
	Total	264	100.0	100.0	

<b>SMEAN(Status)</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	100	37.9	37.9	37.9
	2.00	100	37.9	37.9	75.8
	3.00	64	24.2	24.2	100.0
	Total	264	100.0	100.0	

<b>SMEAN(School location)</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	129	48.9	48.9	48.9
	2.00	135	51.1	51.1	100.0
	Total	264	100.0	100.0	

<b>SMEAN(School population)</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	26	9.8	9.8	9.8
	2.00	73	27.7	27.7	37.5
	3.00	103	39.0	39.0	76.5
	5.00	62	23.5	23.5	100.0
	Total	264	100.0	100.0	

<b>SMEAN(Number teachers)</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	95	36.0	36.0	36.0
	2.00	35	13.3	13.3	49.2
	2.97	1	.4	.4	49.6
	3.00	1	.4	.4	50.0
	4.00	68	25.8	25.8	75.8
	5.00	43	16.3	16.3	92.0
	6.00	21	8.0	8.0	100.0
	Total	264	100.0	100.0	

<b>SMEAN(Founders)</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	56	21.2	21.2	21.2
	2.00	74	28.0	28.0	49.2
	3.00	132	50.0	50.0	99.2
	4.00	2	.8	.8	100.0
	Total	264	100.0	100.0	

<b>SMEAN(Qualification)</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	8	3.0	3.0	3.0
	2.00	144	54.5	54.5	57.6
	2.41	1	.4	.4	58.0
	3.00	105	39.8	39.8	97.7
	4.00	6	2.3	2.3	100.0
	Total	264	100.0	100.0	

<b>SMEAN(Sex)</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	157	59.5	59.5	59.5
	1.39	5	1.9	1.9	61.4
	2.00	102	38.6	38.6	100.0
	Total	264	100.0	100.0	

<b>SMEAN(Age)</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	59	22.3	22.3	22.3
	2.00	134	50.8	50.8	73.1
	3.00	43	16.3	16.3	89.4
	4.00	26	9.8	9.8	99.2
	5.00	2	.8	.8	100.0
	Total	264	100.0	100.0	

<b>SMEAN(duration)</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	19	7.2	7.2	7.2
	2.00	126	47.7	47.7	54.9
	2.51	5	1.9	1.9	56.8
	3.00	83	31.4	31.4	88.3
	4.00	26	9.8	9.8	98.1
	5.00	5	1.9	1.9	100.0
	Total	264	100.0	100.0	

<b>Responsibility at school</b>					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	None	4	1.5	2.7	2.7
	Head of discipline	6	2.3	4.1	6.8
	Teacher	36	13.6	24.3	31.1
	Senior woman ii	4	1.5	2.7	33.8
	Assistant patron	1	.4	.7	34.5
	Assistant games & sports	1	.4	.7	35.1
	Assistant class teacher	1	.4	.7	35.8
	Assistant head of dept.	1	.4	.7	36.5
	Lab assistant	1	.4	.7	37.2
	Compound teacher	1	.4	.7	37.8
	Assistant careers	1	.4	.7	38.5



	Class teacher	22	8.3	14.9	53.4
	Woman games teacher	2	.8	1.4	54.7
	H.m	3	1.1	2.0	56.8
	Headmaster	1	.4	.7	57.4
	Head of maths	1	.4	.7	58.1
	Head of science dept.	1	.4	.7	58.8
	Games teacher	7	2.6	4.7	63.5
	Senior man teacher	4	1.5	2.7	66.2
	Sports assistant	1	.4	.7	66.9
	Entertainment assistant	2	.8	1.4	68.2
	Entertainment	6	2.3	4.1	72.3
	Religious teacher	7	2.6	4.7	77.0
	Careers' master	2	.8	1.4	78.4
	Deputy head teacher assistant	3	1.1	2.0	80.4
	Dos	3	1.1	2.0	82.4
	Assistant welfare ii	1	.4	.7	83.1
	Senior woman TV	1	.4	.7	83.8
	Sports master	4	1.5	2.7	86.5
	Deputy head teacher administration	1	.4	.7	87.2
	Deputy academics	2	.8	1.4	88.5
	Prefects' patron	1	.4	.7	89.2
	Senior woman	2	.8	1.4	90.5
	Head of art dept.	1	.4	.7	91.2
	Counsellor	1	.4	.7	91.9
	Senior woman assistant	1	.4	.7	92.6
	Patron rotary club	1	.4	.7	93.2
	Matron	1	.4	.7	93.9
	Patron interact club	1	.4	.7	94.6
	Choir master	1	.4	.7	95.3
	Deputy head teacher	1	.4	.7	95.9
	Head teacher	3	1.1	2.0	98.0
	English teacher	1	.4	.7	98.6
	Maths teacher	1	.4	.7	99.3
	Fine art teacher	1	.4	.7	100.0
	Total	148	55.8	100.0	
Missing	System	116	44.2		
Total		264	100.0		

<b>Marital status</b>					
		Freque ncy	Percent	Valid percent	Cumulative percent
Valid	Single	95	35.8	36.1	36.1
	Married	149	56.2	56.7	92.8
	Separated	8	3.0	3.0	95.8
	Divorced	4	1.5	1.5	97.3
	Widowed	4	1.5	1.5	98.9
	Other e.g. Partnership	4	1.5	1.5	100.0
	Total	264	100.0	100.0	

<b>How long have you worked in the school</b>					
		Freque ncy	Percent	Valid percent	Cumulative percent
Valid	0 1 year	19	7.2	7.3	7.3
	2 5 years	126	47.5	48.6	56.0
	6 10 years	83	31.3	32.0	88.0
	11 15 years	26	9.8	10.0	98.1
	Above 20 years	11	4.2	4.2	100.0
	Total	264	100.0	100.0	

	Mean	Std. Deviation
Name of the school	5.330	2.2491
School age	3.432	1.8913
Grade of the school	1.629	0.8536
Ownership	1.201	0.4013
Status of the school	1.864	0.7778
School gender	1.720	0.4500
School location	1.511	0.5008
School population	2.996	1.2712
Number of teachers in the school	2.970	1.7946
Is the school	1.875	0.3313
Founders	2.303	0.8081
Qualification of the respondent	2.414	0.5920
Age of the respondent	2.159	0.9090
Sex of the respondent	1.394	0.4895
Responsibility at school	15.223	12.0683
Marital status	1.791	0.8549
How long have you worked in the school	2.506	0.8462

### Appendix 3

Hierarchical regression model show how control variables relate with the independent variables

		Coefficients <sup>a</sup>				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.091	.405		15.023	.000
	SMEAN(Status)	.190	.076	.184	2.496	.013
	SMEAN(Schoolpopulation)	.366	.060	.580	6.118	.000
	SMEAN(Schoolshift)	.404	.158	.167	2.560	.011
	SMEAN(Numberteachers)	.124	.034	.276	3.598	.000
	SMEAN(Founders)	.312	.095	.314	3.295	.001
2	(Constant)	3.793	.648		5.850	.000
	SMEAN(Status)	.237	.074	.230	3.192	.002
	SMEAN(Schoolpopulation)	.431	.060	.682	7.228	.000
	SMEAN(Schoolshift)	.550	.156	.227	3.530	.000
	SMEAN(Numberteachers)	.114	.033	.254	3.432	.001
	SMEAN(Founders)	.326	.091	.328	3.565	.000
	Psychological Capital	.564	.127	.265	4.445	.000
3	(Constant)	4.098	.688		5.960	.000
	SMEAN(Status)	.252	.075	.244	3.356	.001
	SMEAN(Schoolpopulation)	.437	.060	.691	7.315	.000
	SMEAN(Schoolshift)	.544	.156	.224	3.492	.001
	SMEAN(Numberteachers)	.119	.033	.266	3.566	.000
	SMEAN(Founders)	.327	.091	.329	3.586	.000
	Psychological Capital	.668	.149	.314	4.471	.000
	Teacher Competences	.163	.124	.089	1.317	.189
4	(Constant)	4.352	.728		5.979	.000
	SMEAN(Status)	.282	.080	.273	3.515	.001
	SMEAN(Schoolpopulation)	.430	.060	.681	7.173	.000
	SMEAN(Schoolshift)	.502	.160	.207	3.129	.002
	SMEAN(Numberteachers)	.115	.034	.256	3.406	.001
	SMEAN(Founders)	.303	.094	.305	3.223	.001
	Psychological Capital	.709	.154	.334	4.595	.000
	Teacher Competences	.129	.128	.071	1.012	.312

	Organisational Citizenship Behavior	.132	.125	.075	1.062	.289
5	(Constant)	3.959	.967		4.095	.000
	SMEAN(Status)	.261	.087	.253	2.982	.003
	SMEAN(Schoolpopulati on)	.430	.060	.681	7.166	.000
	SMEAN(Schoolshift)	.493	.161	.204	3.060	.002
	SMEAN(Numberteacher s)	.116	.034	.259	3.437	.001
	SMEAN(Founders)	.299	.094	.301	3.174	.002
	Psychological Capital	.693	.157	.326	4.422	.000
	Teacher Competences	.127	.128	.070	.995	.321
	Organisational Citizenship Behavior	.142	.126	.080	1.130	.260
	Supervisor organisational Citizenship Behavior	.100	.162	.044	.618	.537
6	(Constant)	5.040	1.025		4.917	.000
	SMEAN(Status)	.250	.086	.242	2.892	.004
	SMEAN(Schoolpopulati on)	.371	.063	.587	5.905	.000
	SMEAN(Schoolshift)	.618	.165	.255	3.750	.000
	SMEAN(Numberteacher s)	.081	.036	.180	2.270	.024
	SMEAN(Founders)	.284	.093	.286	3.048	.003
	Psychological Capital	.611	.157	.287	3.885	.000
	Teacher Competences	.035	.130	.019	.270	.787
	Organisational Citizenship Behavior	.168	.124	.095	1.349	.178
	Supervisor organisational Citizenship Behavior	.105	.160	.046	.658	.511
	work Life Balance	.546	.190	.209	-2.868	.004
a. Dependent Variable: Teacher engagement						

ANOVA <sup>g</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22.643	5	4.529	7.950	.000 <sup>a</sup>
	Residual	146.969	258	.570		
	Total	169.612	263			
2	Regression	33.134	6	5.522	10.399	.000 <sup>b</sup>
	Residual	136.478	257	.531		
	Total	169.612	263			
3	Regression	34.052	7	4.865	9.187	.000 <sup>c</sup>
	Residual	135.560	256	.530		
	Total	169.612	263			
4	Regression	34.649	8	4.331	8.183	.000 <sup>d</sup>
	Residual	134.963	255	.529		
	Total	169.612	263			
5	Regression	34.852	9	3.872	7.299	.000 <sup>e</sup>
	Residual	134.760	254	.531		
	Total	169.612	263			
6	Regression	39.095	10	3.909	7.578	.000 <sup>f</sup>
	Residual	130.517	253	.516		
	Total	169.612	263			
g. Dependent Variable: Teacher engagement						