

**THE CONTRIBUTION OF FELT OBLIGATION TOWARDS MANAGING  
COUNTERPRODUCTIVE WORK BEHAVIOUR AMONG TEACHERS IN  
GOVERNMENT SECONDARY SCHOOLS IN MITYANA DISTRICT.**

**BY**



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## **DEDICATION**

This work is dedicated to my family, particularly my wife Nakawunde Ruth and my children; Mirembe Faith, Joshua Mwesigwa, Esther Tendo, Kirabo Patience and Kitiibwa Deborah, for their endurance and sacrifice of some basic utilities during the course of my study.

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## TABLE OF CONTENTS

DECLARATION .....	ii
APPROVAL .....	iii
DEDICATION .....	iv
ACKNOWLEDGEMENT .....	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES .....	x
LIST OF FIGURES .....	xi
LIST OF ABBREVIATION.....	xii
ABSTRACT.....	xiii
<b>CHAPTER ONE .....</b>	<b>1</b>
<b>INTRODUCTION.....</b>	<b>1</b>
1.0 Introduction.....	1
1.1 Background of the study .....	1
1.2 Statement of the problem.....	5
1.3 Objectives of the study.....	6
1.3.1 General Objective .....	6
1.3.2 Specific objectives .....	6
1.4 Research questions.....	7
1.5 Scope of the study.....	7
1.6 Significance of the study.....	8
1.7 Justification of the study .....	9
1.8 Definition and operationalisation of key terms.....	10
1.9 Conceptual Framework.....	11

<b>CHAPTER TWO .....</b>	<b>13</b>
<b>LITERATURE REVIEW .....</b>	<b>13</b>
2.0 Introduction.....	13
2.1 Review of Theoretical perspective.....	13
2.1.1 Psychological contract theory .....	13
2.1.2 Criticisms of the theory.....	14
2.1.3 Relevance of the theory to the study.....	15
2.2 Conceptual review .....	16
2.2.1 Felt Obligation among Secondary school teachers .....	16
2.2.2 The manifestation of Counterproductive work behaviour .....	18
2.3 Empirical review.....	20
2.3.1 The relationship between Felt obligation and managed counterproductive work behaviour .....	20
2.4 Methodological review .....	24
2.5 Conclusion .....	25
<b>CHAPTER THREE .....</b>	<b>26</b>
<b>METHODOLOGY .....</b>	<b>26</b>
3.0 Introduction.....	26
3.1 Research Design.....	26
3.2 Study Population.....	27
3.2.1 Sample size and sample selection .....	27
3.2.2 Sampling techniques .....	27
3.3 Data Collection methods.....	29
3.4 Data collection instruments.....	30
3.4.1 Questionnaire method .....	30

3.4.2 Interview Guide .....	31
3.5 Quality control measures .....	32
3.5.1 Validity of the research instruments .....	32
3.5.2 Reliability of the research instruments .....	32
3.5.3 Data Management and Processing .....	33
3.6 Data analysis .....	34
3.6.1 Analysis of quantitative data.....	34
3.6.2 Analysis of quantitative data.....	35
3.6.3 Measurement of variables .....	35
3.7 Data presentation .....	36
3.8 Ethical Considerations .....	37
<b>CHAPTER FOUR.....</b>	<b>38</b>
<b>PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS .....</b>	<b>38</b>
4.0 Introduction.....	38
4.1 Response Rate.....	38
4.2 Demographic characteristics of the Respondents. ....	38
4.3 Results of the specific objectives and discussions.....	40
4.3.1 To examine the degree of felt obligation among the secondary school teachers.....	40
4.3.2 Manifestation of Counterproductive work Behaviour among teachers. ....	46
4.3.3 To assess the relationship between felt obligation and managed counterproductive work behaviour.....	59
4.3.3.1 Correlations of the relationship between Felt Obligation and Managed counterproductive work behaviour .....	60
4.3.3.2 Regression.....	61

<b>CHAPTER FIVE .....</b>	<b>65</b>
<b>SUMMARY, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH.....</b>	<b>65</b>
5.0 Introduction.....	65
5.1 Summary of findings.....	65
5.2 Conclusion .....	66
5.3 Recommendations.....	67
5.4 Summary of the identified gaps .....	68
5.5 Limitations .....	68
5.6 Future research opportunities.....	69
<b>REFERENCES.....</b>	<b>70</b>
<b>APPENDICES.....</b>	<b>77</b>
APPENDIX A: QUESTIONNAIRE.....	77
Section C: FELT OBLIGATION QUESTIONNAIRE .....	81
APPENDIX B: INTERVIEW GUIDE .....	83
APPENDIX C: THE TABLE OF SAMPLE AS PER SCHOOL.....	84
APPENDIX D: KREJCIE AND MORGAN TABLE (1970).....	85

## LIST OF TABLES

Table 3. 1: Sample Size and Selection of Respondents .....	29
Table 3. 2: Reliability Analysis .....	32
Table 4. 1: Background Information.....	39
Table 4. 2: Felt Obligation among teachers .....	41
Table 4. 3: Manifestation of counterproductive work behaviour .....	47
Table 4. 4: The most severe counterproductive work behaviour.....	50
Table 4. 5: Less severe counterproductive work behaviour .....	51
Table 4. 6: Correlations.....	60
Table 4. 7: Regression analysis.....	62



## LIST OF FIGURES

Figure 1. 1: Developed after literature review of such works by Coyle-Shapiro et al. (2008), Tek (2010), and, Ng and Feldman (2015).....	11
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## **LIST OF ABBREVIATION**

<b>ASSHU</b>	:	Association of Head teachers of Uganda
<b>MOES</b>	:	Ministry of Education and sports
<b>UNESCO</b>	:	United Nation of Education Science and Cultural Organisation
<b>NAPE</b>	:	National Assessment of Progress in Education
<b>TISSA</b>	:	Teachers Initiative In Sub-Saharan Africa

## ABSTRACT

This study was guided by three main objectives which are; to examine the degree of felt obligation among the secondary school teachers, to analyse the manifestation of counterproductive work behaviour among secondary school teachers, and finally to assess the relationship between felt obligation and counterproductive work behaviour.

The study adopted a cross sectional design employing a mixed approach. Questionnaires were used for data collection in the quantitative approach, and interview guide was used for qualitative approach. The questionnaires were distributed to a target of 148 respondents and 113 were retrieved. Thus a response rate of 76.4% was realised. 22 participants participated in the qualitative study.

The results showed that the level of felt obligation is not desirable given the response which showed that the participants could not certainly tell that whether the teachers demonstrated obligation for duty, loyalty and trust. It was also revealed that the institutions are still experiencing counterproductive work behaviours mainly relating to absenteeism, male teachers being engaged in sex with the female students, stealing of school item, and quarrels among the teachers. However it was indicated that the teachers cover-up most of the severe counterproductive behaviour such that it is hard to exactly identify the culprits.

Finally, the correlation results indicate that felt obligation was positively related to manage counterproductive work behaviour. This means that a sense of felt obligation discourages people to be engaged in behaviours that harm the organisation or its people.

Given the findings, secondary schools in Mityana should be observant to track the counterproductive behaviours that may exist but not openly indicated. The institutions need to record the most recurring counterproductive behaviours. Finally, the learning institutions should review the degree to which they fulfil the expectations of the teachers. This is so since fulfilment of the same is likely to place an obligation on employees who would then desist from being engaged in counterproductive work behaviours

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

This study mainly centres on the mechanisms of addressing counterproductive work behaviour, an undesirable behaviour that mainly aims at harming the organisation or its members. Among teachers, such behaviour may entail such acts as late coming, absenteeism, back-biting, and aggression, among others. If uncontrolled such behaviour could be detrimental to the schools and lead to such outcomes as poor performance among students, which may lead to poor enrolment especially in Government secondary schools, and at worst, the collapse of an institution due to failure to attract students. This challenge has been experienced for long but its major impact has been widely reported from 2000's (Naluwemba, Sekiwu & Okwenje 2015).

This chapter consists of the background to the study, the statement of the problem and the objectives of the study. The conceptual frame work, the theoretical frame work and the significance of the study are also contained in the chapter.

#### **1.1 Background of the study**

Employees' behaviour is instrumental to the overall performance of an organisation. Positive behaviour ensures performance of the organisation and extends goodwill to the external stakeholders therefore, enhancing realisation of organisational objectives (Dutton *et al* 2011). The effort to have employees demonstrate desirable behaviours can be traced from the early written management works. For instance, the classical management theories including scientific and general administration, developed principles that were aimed at controlling behaviour at work (Taylor 1911). These included rewards for positive demonstrated works and the punishment for the undesirable behaviours. The principles have been revised throughout the

management history up to the appreciation that it is possible to have employees develop a high level of responsibility and thus desist from being engaged in undesirable behaviours given the working environment (Luenburger & Goleman, 2010).

Despite the effort to control employee's behaviour, many organisations contend with employees who demonstrate undesirable behaviour. The concept of counterproductive work behaviour have thus been advanced to refer to the undesirable behaviour that fall into a continuum from mild to dangerous behaviours which either harm the organisation or its members (Sulea 2010). Employees who demonstrate such behaviour will thus wilfully harm the organisation or fellow employees (Rotundo & Spector 2011).

In schools, counterproductive work behaviour demonstrated by teachers is characterised by such acts as, late coming, telling lies, aggression, backbiting, to even worse scenario like helping students cheat exams, fighting and blackmail. These are the acts that define counterproductive work behaviour, which refers to a deliberate act by an employee that is aimed to harm an organisation or the members of an organisation (Spector 2011) and the same was adopted for this study. This ultimately may lead to low employee morale, interruption of scheduled duties, conflicts, among others which affect, the general performance of the school as indicated by the general examination results or the behaviour of students in a given school.

Developing mechanisms to address the counterproductive work behaviour among employees may require a deeper examination of the psychological contract theory (Rousseau, 2000). This is one of the exchange theories which posit that both the employees and employers, above the written employment contract, also enter into an unwritten contract that is held in their minds, and whose fulfilment or breach, attracts a response from either party (McInnis 2012). Employees

have such expectations as being treated with dignity, their welfare being catered for, and given growth opportunities, among others (Herselman 2014). The theory posits that when an employee feels that the employer has broken the contract, such employees can exhibit counterproductive behaviour. On the other hand, fulfilment of such contract may lead to contentment of the benefiting employees, which may translate into a condition of felt obligation.

Felt obligation is a state where an employee feels duty bound to help the organisation, feels compelled to be loyal to the organisation, or have a high level of trust towards the organisational agents (Chernyak-Hai & Tziner 2014). Felt obligation for duty places an employee in a state where they would do anything possible and beyond the role requirements to help their organisation or institution progress. Felt obligation for loyalty, is a state where an employee is committed to stay in the organisation helping it succeed and also presenting the organisation positively to the outside world. Felt obligation for trust on the other hand, entails being in a state where an employee believes that any plans and decisions made by an organisation's agents, such as the heads of department, is done in good faith and aimed to help both the institutions and the employees and as such the employees supports them without questions. When that is the case, the employee is likely to show more of positive behaviour and less likely to engage in counterproductive work behaviour.

Notably though, both the developed and the developing countries are still struggling to manage counterproductive work behaviour. For instance, in New Zealand (Yu 2014), up to 89% of employees recently reportedly admitted to have been engaged in counterproductive work behaviour, among them between 35% and 75% had stolen something. The cost of counterproductive work behaviour amounted to 50 billion US Dollars among organisations in that country. In the USA, American organisations are said to lose between 10-200 Billion US

dollars (Iresearchnet 2016). This shows that there is still a need to examine factors that can reduce the occurrence of such behaviours.

Similar results of counterproductive behaviour among teachers have been consistently reported across Africa. For instance Nigeria, has registered a decline in the secondary education standards and counterproductive work behaviour among the teachers is one of the key factor that explains the situation (Onyishi & Onunkwo 2014).

In the Ugandan context, counterproductive work behaviour among the teachers has been reported over time. Progress reports for instance The Uganda National Assessment of Progress in Education (NAPE) 2015, showed that, Uganda suffers heavily owing to teachers who fail to teach properly and therefore, waste class time, leading to failed coverage of syllabi, going to work when drunk, faking sickness, incitement, among other of such related behaviour. Teacher absenteeism in Uganda stands at about 35%, and this is among the highest rates in the world (Mazaki 2014). Some particular serious cases of counterproductive work behaviour reported among the Ugandan teachers is for instance, reported that in Kiboga District in 2016 failure to complete syllabus owing to teachers dodging classes and being involved in personal businesses, led to a decline in performance by 20% in Uganda Advanced Certificate of Education(Okwakor 2017). Earlier in 2013, a teacher took part in inciting students to stage a violent strike in Kinyogonga Seed Secondary School, Nakaseke District, leading to destruction of school property and critical injuries to the head teacher (Ekiring, 2013). In 2015, a teacher was caught having sex with a student in Amuru District (Otto, 2015).Mityana District has had similar cases of teachers engaging in counterproductive work behaviour as per the survey of the area by Ministry of education officials (Watala,2016), Naluwemba et al.(2015), and the recent National Progress Report of 2015.

The scholarly works that have assessed counterproductive work behaviour in the Ugandan context have mainly focussed on employee related breach such as compensation, and the outcomes of the behaviour such as the poor performance of schools whose teachers have been involved. Few studies have attempted to assess the concept of felt obligation as a means of addressing counterproductive work behaviour. This therefore provides an opportunity for a study to be conducted to examine the contribution of felt obligation in addressing counterproductive work behaviour among teachers.

## **1.2 Statement of the problem**

The rate of counterproductive behaviours is on the rise in Uganda's education sector, notably in Mityana District (Watala, 2016; Muzaki 2014). In Mityana district it has been reported that teachers engaging in counterproductive work behaviour that is contributing to delayed coverage of syllabi, high rate of school dropout and poor performance that saw the average rate of failed students rise from 11% to 17% in the years between 2012 and 2015 according to the recent (National Progress Report of 2015; Naluwemba et al., 2015). This can be attributed to the pressure of work, inadequate rewards, poor relationship among the teachers, and also inadequate teaching facilities, that influence negative responses from the involved teachers. While, there are adequate guidelines, right from the teacher training institutions, Ministry of Education and Sports (MoES), and also individual schools in regard to the accepted behaviour among teachers, these appear not to be fully followed given the increased reported cases of counterproductive work behaviour that is reported every year (NAPE 2015) in almost every Ugandan district. Continuation of such behaviour in government aided schools is likely to lead to the failed objective of the government to achieve its goal of providing quality education which is a good foundation for the youth of this country (Uganda MoES 2016). If the teachers are to continue demonstrating counterproductive



work behaviour, the education sector is likely to suffer loss of credibility since it can promote exam cheating and indiscipline among students. The effort including developing strict human resource policies to address counterproductive work behaviour as implemented by the ministry of education since 2010(Uganda MoES 2016) have not yielded the desired results and the performance of the policies has been rated 62% which is still below the target of 85%. A study aiming at assessing the alternative means to address counterproductive work behaviour among secondary school teachers is therefore, important to shed more light on what can be done to reverse the current situation. This focussed on the degree to which felt obligation, in terms of felt obligation for duty, felt obligation for loyalty, and felt obligation for trust, can be used as means of how the affected institutions and the ministry of education can manage counterproductive work behaviour among the teachers.

### **1.3 Objectives of the study**

#### **1.3.1 General Objective**

This study sought to assess the relationship between felt obligation and managed counterproductive work behaviour among Teachers in government aided secondary schools in Mityana District.

#### **1.3.2 Specific objectives**

1. To examine the degree of felt obligation among the secondary school teachers.
2. To analyse the manifestation of counterproductive work behaviour among secondary school teachers.
3. To assess the relationship between felt obligation and managed counterproductive work behaviour

#### **1.4 Research questions**

1. What is the degree of felt obligation among the secondary school teachers in Mityana District?
2. What is the manifestation of counterproductive work behaviour among secondary school teachers in Mityana District?
3. What is the relationship between Felt obligation and Managed counterproductive work behaviour?

#### **1.5 Scope of the study**

Felt obligation was examined as the independent variable. Felt obligation is considered to be a derived personal feeling that creates a sense of urge to respond positively to the demand of duty, loyalty, and trust to the organisation. Felt obligation is thus fostered by other factors. This study therefore has a limitation in that it will not assess the factors that foster the said sense of felt obligation. Managed counterproductive work behaviour was the dependent variable. Managed counterproductive work behaviour is a desirable state although it is not absolute solution to counterproductive work behaviour. It is assumed that there will still be the circumstances where some counterproductive work behaviour may not completely be eliminated.

This study was conducted in Mityana District examining the 11 public secondary school teachers in the area. This is an area where there have been reported tendencies of teachers being engaged in counterproductive work behaviour that has hampered the realisation of poor performance among students and increasing cost burden to parents due to demand for extra remedial classes in order to cover the syllabi(Watala, 2016).

This study covered empirical evidence of between 2012- 2017. This aimed to capture the current manifestations of counterproductive work behaviour and the effort that has been taken thereof. This period also reveals the gaps that need to be addressed despite the previous effort to address the same. While this study aimed at examining teachers in Ugandan context, other relevant works relating to the concept from other sources were reviewed.

### **1.6 Significance of the study**

The result of this study may be useful to the Ministry of Education in devising mechanisms that can address counterproductive work behaviour amongst teachers in Mityana District and the rest of the country. The study revealed the main kinds of counterproductive behaviours which provide an urgency need to address. The government may use these results to guide a committee that can be appointed to formulate mechanisms that are important in managing counterproductive behaviour.

The study may also be useful to the head teachers and the education heads in Mityana District in formulating the policies that will guide the teachers posted in the area in order to minimise the causes of the counterproductive work behaviour among the teachers. The study has revealed the most occurring forms of counterproductive behaviour and the head teachers may use this as a guide to formulate policies that can discourage such behaviour.

The results of this study further creates a good ground for both the teachers and their heads to collectively share ideas on what causes and how the counterproductive behaviour can be addressed among the teachers. The teachers can identify the most occurring counterproductive behaviour in their schools then seek advice from other head teachers of other schools on how

they manage to contain such behaviour. they then can adopt the best practices that has worked in other schools.

Finally, this work can be used by future scholars who would want to examine the concept of counterproductive work behaviour in the Ugandan context in their literature review.

### **1.7 Justification of the study**

Education has been advanced as a key factor towards achieving the new Sustainable Development Goals (UNESCO, 2016). Since teachers play a central role in enhancing education, their contribution is of paramount importance (TISSA, 2013), such an achievement can be achieved if the teachers exhibit the desirable behaviour. In Mityana District, the problem of counterproductive behaviour among the teachers is increasing which has led to poor performance at the national level, as shown by The Uganda National Assessment of Progress in Education (NAPE) of 2015. This is manifested by teachers failing to teach properly, wasting class time, and thus leading to failed coverage of syllabi. There is a scarcity of studies that have been conducted to assess the mechanisms that can be employed to reverse the situation in Mityana. It is therefore important that a study is done now to examine the mechanisms that can be employed to help the schools address this challenge.

## **1.8 Definition and operationalisation of key terms**

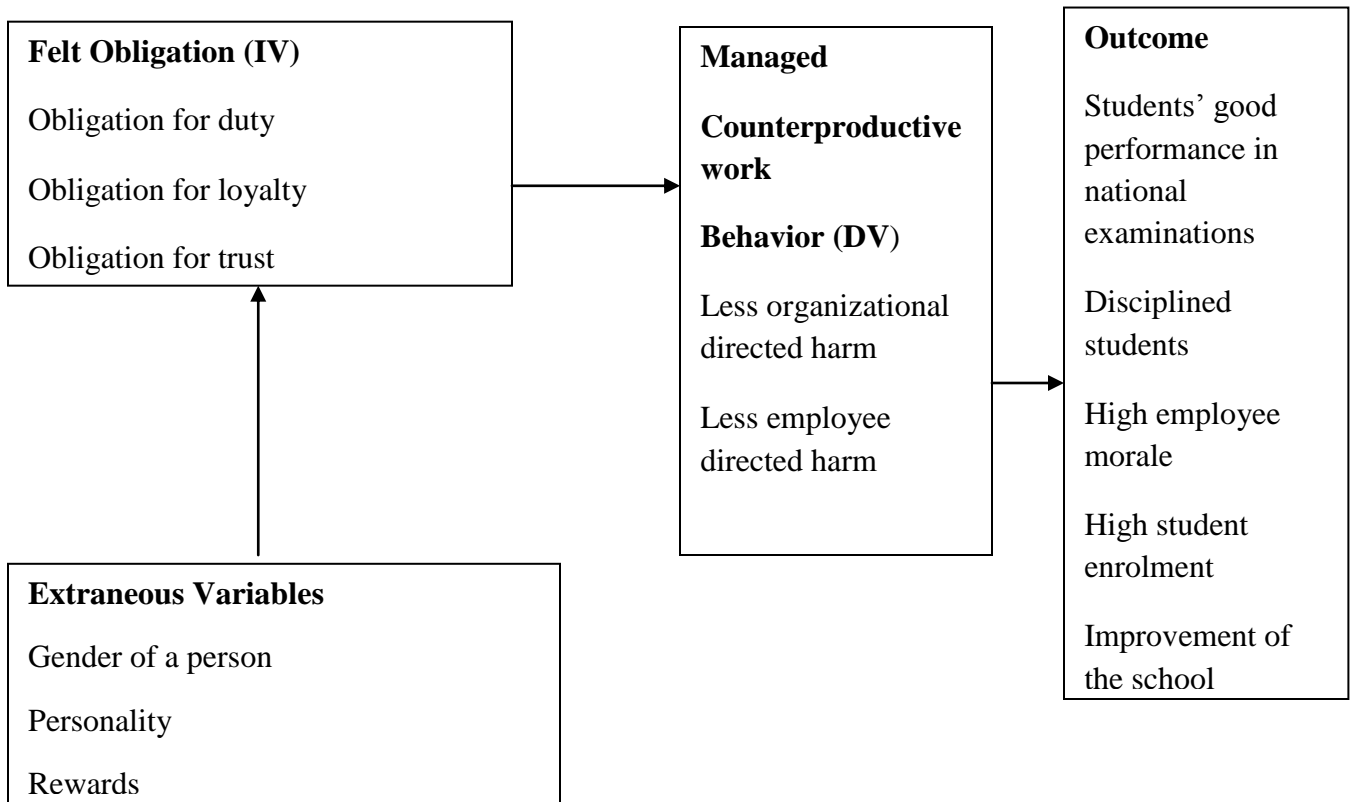
### **Felt Obligation**

This concept is defined as a derived sense in a teacher to respond positively to their duty, without being coerced or being forced, being loyal to the school, and as such do all it takes to ensure their school excels and is also viewed positively in the eyes of the public (McMillan & Albrecht, 2015). The term also refers to a sense of a teacher having trust to the schools management and other colleagues at work. In essence, such a teacher is in a condition where they rarely suspect their colleagues words or request, and would easily respond positively to what their leaders and colleagues require them to do.

### **Managed counterproductive work behaviour**

This concept refers to the reduced occurrences of undesirable behaviour that is aimed at harming the schools or colleagues among the teachers (An & Wang, 2016). In essence where there is managed counterproductive work behaviour, there is less occurrence of such acts like dodging classes, late coming, teachers having affairs with their students, aggression, backbiting, and other related acts, among teachers.

## 1.9 Conceptual Framework



*Figure 1. 1: Developed after literature review of such works by Coyle-Shapiro et al. (2008), Tek (2010), and, Ng and Feldman (2015).*

Figure 1 shows the conceptual framework that highlights the relationship between variables of study. Felt obligation is the independent variable (IV) and Counterproductive behaviour is the dependent variable (DV). There are also extraneous variables that come into play to affect the strength of the relationship between the two variables. These variables will be controlled so that they do not interfere with the outcomes of the study and include such issues as gender, relating to whether a person was a male or female, personality traits such as aggressiveness, and rewards both in terms of financial and non-monetary. The model above, suggests that employee sense of felt obligation reduces the chances of an employee being engaged in counterproductive work behaviour. This means that when employees feel obligated to the call of duty, which is a feeling

that they should work and help the organisation realise the set goals, feel obligated to be loyal such that they serve the organisation as if it was their own, and feel obligated to trust the organisational agents such as the leaders including supervisors and managers, such employees are less likely to do acts that harm the organisation such as spreading bad news about the organisation, or doing acts that are likely to harm their fellow colleagues such as back biting, fighting, or even causing conflicts. Once counterproductive work behaviour is managed, the outcome would be positive and would be demonstrated in such results as good performance among students in the national exams, disciplined students, improved employee morale and high student enrolment rates.

Finally, the model suggests that, there are other factors that influence the relationship between the variables, which could entail the gender of a person, their personality, and rewards, among others. The influence of extraneous variables will be controlled by indicating in the questionnaire that the respondents should provide a fair opinion only based on the items that are in the questions.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter provides a definition of the key variables. It also provides a discussion on the theoretical and empirical evidences that show the possibility of a relationship between the variables. Theoretical perspectives are presented first then the relationship between the variables as advanced after a thorough review on the empirical studies. The chapter is organised under the different subheadings including, theoretical perspective, felt obligation among secondary school teachers, the manifestation of counterproductive work behaviour, and the relationship between felt obligation and managed counterproductive work behaviour. The chapter ends with a conclusion.

#### **2.1 Review of Theoretical perspective**

##### **2.1.1 Psychological contract theory**

This study adopted the psychological contract theory (McInnis, 2012). The theory posits that in an employment agreement, both parties the employer and employee, have a contract that is not written and fulfilment of either party attracts a response. An employer for instance expects loyalty from the employee, making referrals to the potential customers, among others, that may not be prescribed in the job contract. On the other hand, the employee expects to be treated in dignity, given promotion opportunities among others. In this study, it is expected that when the employer fulfils their expected roles, the employee will feel obliged to help their organisation and therefore minimise the occurrence of undesirable behaviours exhibited by employees.



In the contemporary work environment, drawing the example of some teachers, who for instance have shown little commitment, and engage in undesirable behaviours such as operating boda boda business during working hours, the reasons they advance is that the government have not rewarded them adequately (Musengeri, 2017). As such they feel low sense of obligation and as a response, they result to doing other work that can benefit them.

### **2.1.2 Criticisms of the theory**

The theory posits that employees' behaviour is only motivated by the behaviour of the organisation. As such the theory assumes that employee react to the treatment they receive from the organisation. This appears to defeat the fact that personality and other personal characteristics have been found to influence the behaviour of people whether at work or elsewhere. For instance among the big five, characteristics like altruism, among others have been found to either influence the desirable behaviours or undesirable behaviour (Grant, Gino, & Hofmann 2011). Such that, regardless of the treatment the employees receive at work, they may exhibit a given behaviour.

Further, it has been found that a sense of calling, and career influences people to exhibit positive behaviour even when the treatment has not been positive. It was for instance found that employees are committed and demonstrate desirable behaviour when they serve in a position that they feel it's a calling (Doenges 2011). As such the employees may desist from counterproductive work behaviour even when the organisation has failed to honour its part of psychological contract.

### **2.1.3 Relevance of the theory to the study**

The theory forms the lens to which this study was assessed. It is possible that individual differences and different perspectives of an issue by an employee may provide a clear difference why people under the same environment and conditions exhibit different behaviour (Nu 2015). However a behaviour constantly shared by employees who are under same environment need to be assessed from a different perspective. Where counterproductive behaviour is exhibited by a number of employees in similar organisation, the theory of psychological contract is a good lens.

Since this study is assessing how counterproductive behaviour by teachers, who is a plural of individuals who mainly share like treatment and operate in the same environment, the lens used ought to reflect the entire population. Thus psychological contract which states that employees will exhibit a given state or behaviour like felt obligation, in response to the perceived treatment by the organisation fits as a good theory for this study (McInnis 2012). It is therefore assumed that once the institutions fulfils their part of expectation from teachers such as treating them in dignity, offering them commensurate compensation, providing tools for their work, providing training and promotion opportunities among others, the teachers will experience a state of felt obligation to help their institutions achieve the set objectives and as such, desist from any behaviour that harms their institution and other people who has an impact in the success of a given institution.

## **2.2 Conceptual review**

### **2.2.1 Felt Obligation among Secondary school teachers**

The concept of felt obligation has widely been discussed from exchange theories perspective. It has for instance been argued that the employees feel obligated to work for an organisation as a result of the perceived positive gains derived from the same.

One attempt to elaborate on the concept, presents it as a psychological state whereby an employee believe that they are personally responsible for positive work outcomes (Liang et al., 2012). This means that it sets into their mind that they are supposed to take a great share of success or failure of the organisation whichever the case (Ward, 2013). It can therefore be compared to the concept of organisational identification, but in this case an employee feels they should actively help the organisation progress rather than merely loving it or being loyal.

In one of such views, it has been advanced that, upon assessment of what organisation has done to them and thus from an exchange perspective, an employee once they feel they have been positively treated, they develop a feeling that they are also expected to positively reciprocate (Herselman, 2014). They therefore, in response demonstrated behaviours that are supportive to the organisational goals. From this perspective, it appears that felt obligation is an outcome of positive evaluation on an organisation by an employee.

Further as a response to positive consideration from an organisation and her agents, felt obligation has been viewed as the desire by the employees to demonstrate the behaviour that the organisation values and adores (Malhotra & Lagos, 2014). In perceived organisational support by an employee in question, is a good booster to felt obligation. An employee who having had

positive organisational support would therefore feel compelled to act in a manner that is desirable by the organisation such as being committed and loyal, among others.

Another view assessed the perspective of the psychological contract. In the relationship between an employee and the employer, both have a sense of felt obligation which is in people's brain. Both employee and employer, it is said, have got expectation. Once the expectations have been satisfied the other party feels obligated to fulfil their part of bargain. In essence, the employee would for instance feel obligated to work hard, be loyal, and remain in the service for as long as the employer needs them among others (Shore & Barksdale, 1998).

There is also an advancement that felt obligation is having a sense of being duty-bound to fulfil a given task or behaving in a given way (Pradesa et al., 2013). This means that a person has an inner conviction that they are bound to do something or behave in a given way. From the perspective of an employee, one can infer that the employees feel duty bound to do all it takes to ensure the achievement of organisational goals.

In another contribution, felt obligation is viewed as an anticipatory force. In this regard, the employees anticipate the outcomes of their behaviour and this creates an inner urge of being responsible for the organisation's success. An employee, therefore, feel that whatever they do will have an impact in future decisions affecting them, on the save side, they feel obligated to do desired acts (Liang, Farh & Farh, 2013).

It has again been observed that felt obligation can be externally influenced. A person by the nature may have been, in early stages of their life, trained to be responsible in whatever task they are engaged in. Through school training for example, people may be informed of the need to be responsible once they acquire jobs. The cultural norms may have also oriented people to always develop a sense of responsibility. Therefore, once such people join an organisation, they automatically develop a sense of duty (Perugini et al., 2013).

Notably however, in the Ugandan context, not much of the work that have examined the contribution of felt obligation in addressing counterproductive work behaviour. Most of the studies available have assessed the issue basing on the organisational factors such as organisational support, organisational justice, and fulfilment of psychological contract (Kagari & Munene, 2012). In this study, the contribution of felt obligation, an internal mind set up among employees will be assessed.

### **2.2.2 The manifestation of Counterproductive work behaviour**

Desirable behaviours are associated with progress and even competitive edge of an organisation. Such behaviour include in-role behaviour where an employee demonstrates what they are expected in their work. They therefore fulfil their agreed part of bargain by offering the required level of service. Sometimes employees go beyond their part of bargain, in what is known as extra-role behaviour or demonstrate positive deviance result (Parker & Collins, 2010). Such extra-role behaviour are normally done and benefits the organisation or its people without necessarily expecting extra rewards (Wu & Parker, 2013).

In retro-spect, there are many cases where employees have failed to demonstrate the desired behaviour, and at worst deliberately harming the organisation or its people. Undesired behaviour is demonstrated in such situations where a person fails to attain their part of bargain in serving the organisation (Ajang, 2010). One can do so innocently possibly owing to their weakness or lack of skills. Such a situation is normally addressed through normal work interventions such as training and development, reassignment of duties or even transfers. However other instances include what is known as counterproductive work behaviour where a person consciously demonstrates undesirable behaviour (Instone, 2011). Such behaviour has attracted concern from both organisational practitioners and scholars owing to its negative outcomes.

In regard to the definition a number of definitions have been advanced. Different categorisations have also emerged. In agreement, it is however, that such behaviour is aimed to cause harm. One of the advanced definitions is that counterproductive work behaviour is a deliberate unacceptable behaviour that has negative impact on either the organisation or its people or both (Instone, 2011). Such behaviour as sabotage, theft, spreading of malicious allegations against a company, breaking of machines, among others, fall under the category of organisational-directed counterproductive work behaviour. On the other hand, such behaviour as aggression, violence, backbiting, and abusive language, is a counterproductive work behaviour that is employee-targeted.

Counterproductive work behaviour has also been assessed from the perspective of the triggering factor. Under this perspective, employees are sometimes believed to act in such a way as retaliation to the real or imagined injustice by the organisation which is viewed as a protest, injustice done by fellow employees, while others are viewed from the actors' weakness or traits

(Kelloway et al., 2010). As a protest employees are believed to retaliate in such ways as theft, claiming they are sick when actually they are not and at worst sabotage. Such may occur due to harassment at work, unfair rewards, and other forms of injustices. On the other hand, the employees by nature may be violent, have uncontrolled anger, among other personality issues.

In yet another categorisation, the behaviour is viewed from the severity perspective. There are behaviours that have a very severe impact while others are mild (Thomas, 2012). Such behaviour as sabotage and workplace violence may have very severe impact which may cost peoples' lives or the organisations' fortunes. On the other hand there is behaviour whose impact is mild such as late coming for work or backbiting. Whichever impact there is, recommendations have been made that all effort should be made to manage either form of counterproductive work behaviour.

While as there is a long list of counterproductive work behaviours, there is still inadequate literature in Uganda, demonstrating the most common counterproductive behaviours exhibited by teachers in secondary schools and the degree of their occurrence. This study provides an opportunity to carry an audit of the common undesirable behaviours exhibited by the said groups.

## **2.3 Empirical review**

### **2.3.1 The relationship between Felt obligation and managed counterproductive work behaviour**

There is both empirical and theoretical evidence that has shown that at worst, counterproductive work behaviour can have a very severe impact on an organisation or its people. For instance, the highly infamous case of Enron scandal was blamed on counterproductive work behaviour among

employees. This economic slump in US which had a trickle effect on the world's economy. Deaths have also been registered of employees owing to counterproductive work behaviour such as workplace violence (COSH, 2013). Organisations lose from counterproductive work behaviour demonstrated by their employees in such terms as lowered production, the organisation reputation declining, and also. The concern for both scholars and practitioners has therefore been on how counterproductive work behaviour can be managed

While there have been many studies that have examined on how to manage behaviour of employees at work, the issue of counterproductive work behaviour still persists. In New Zealand for instance (Yu, 2014), up to 89% of employees recently reportedly admitted to have been engaged in counterproductive work behaviour, among them between 35% and 75% had stolen something. The cost of counterproductive work behaviour amounted to 50 billion US Dollars among organisations in that country. In USA American organisations are said to lose between 10-200 Billion US dollars (Iresearchernet, 2016). This shows that there is still a need to examine factors that can reduce the occurrence of such behaviours.

There is both theoretical and empirical evidence that suggest that felt obligation is a means of managing counterproductive work behaviour. Felt obligation as a concept, places employees a duty to care for an organisation and advance its wellbeing (Kurtessis et al., 2015). This being the case, the employee is likely to pursue positive goals for the organisation and exhibit the desirable behaviours and at the same time avoid behaviour that may inhibit organisational progress. It is therefore possible to deduce that employees who feel obligated are less likely to exhibit counterproductive work behaviour.



From the exchange theories, felt obligation is a motivational effect of the positive appraisals by an employee on the organisation and its agents (Coyle-Shapiro et al. 2008). Perceived fair treatment in such aspects as rewards allocation, internal human resource interventions including rotation, training, being consulted when decisions are made, among others, are some of the factors that boost a sense of felt obligation among the employees. When a felt sense of obligation occupies an employee's mind, such an employee is expected to react positively aiming to reward the organisation for its positive contribution. Therefore it can be deduced that exchange theories are a foundation of felt obligation, and as an outcome an employee desists from behaviour that is likely to harm the organisation or its members.

A study in Malaysia pitting academicians, that aimed at examining the impact of human resource practices on employees' behaviour. The results indicated that when the best practices are employed, employees develop a sense of felt obligation which impacts positively on employees' level of commitment (Tek, 2010). This means that felt obligation breeds positive work behaviour. If that is the case then one can argue that the occurrence of counterproductive work behaviour is reduced if employees are in a condition of felt obligation. In this study, it was not clear to exactly tell the actual contribution of felt obligation since other best practices also contributed. It would therefore be important to conduct a study that seeks to exactly assess the contribution of felt obligation alone in the management of counterproductive work behaviour.

Previous studies have also shown that felt obligation promotes desirable behaviours and reduce the possibility of an employee engaging in counterproductive work behaviour. A recent study for instance, showed that the employees, who responding to the support they received from their organisations, developed a sense of felt obligation. As a consequence the employees widely

engaged in voice behaviour (Ng & Feldman, 2015). Voice behaviour is a desirable behaviour where employees raise concerns that are likely to negatively impact on an organisation if not controlled, or giving ideas when implemented, would be beneficial to an organisation. Therefore, from the said results it can be deduced that felt obligation promotes desirable work behaviours and in essence, reduces the possibility of employees engaging in counterproductive work behaviour. The said study was however done in a context different from schools. It would be important that a study is done to assess whether similar results would be repeated in a school environment.

Another study conducted in a Swedish work environment also found felt obligation as a key mediator between organisational support and both affective commitment and personal initiative (Wickham & Hall, 2012). What these results indicate is that the sense felt obligation boosts employees' level of commitment and their personal initiative, both of which are desirable behaviour. Affective commitment is a condition where an employee feels emotionally attached to the organisation and is willing to go an extra mile and help the organisation achieve its set objectives. Personal initiative on the other hand, involves an extra-role act that is proactive of coming up with ideas and processes that help an organisation. Such outcomes that are positive are an indication that an employees with a sense of felt obligation is more inclined to act positively and avoid negative behaviour that can harm an organisation. Therefore one can ably argue that felt obligation is one of the factors that manage counterproductive work behaviour.

Other studies have shown felt obligation is related to positive task performance. Such as study conducted by Takeuchi, Yun and Wong (2011) showed that employees with a felt obligation were also found to register positive task performance. In the study conducted in Hong Kong

putting 307 workers, the results found a positive relationship between felt obligation and task performance. This meant that such employees were found to have performed well in terms of productivity, the quality of work, and also being more effective. The effect of felt obligation was to create a sense of duty and responsibility in the mind of an employee and therefore they worked diligently to ensure that organisation's objectives were realised, That being the case then, one can conclude that felt obligation leads to positive behaviour and therefore, it is less likely that such employees would be engaged in counterproductive work behaviour. Notably however, the study used a single approach, the quantitative and therefore it would be important to carry out a similar study employing a mixed approach which is more comprehensive.

#### **2.4 Methodological review**

The various studies conducted have revealed the need to build on the methodology used for subsequent studies in a bid to get more comprehensive results. For instance, the studies by Coyle-Shapiro et al. (2008) and Tek (2010) despite revealing that felt obligation was an important factor in managing counterproductive work behaviour, indicated a weakness in that they employed only one approach, the quantitative approach. This meant that the results obtained were less comprehensive since the studies failed to collect personal opinion from the targeted group. This would have been enhanced had a mixed approach been adopted.

Wikhamn and Hall's (2012) was more improved in that a mixed approach was employed. The results were thus more comprehensive in indicating the role of felt obligation in managing counterproductive work behaviour. However a point of weakness is that the work only assessed a single case study. Thus there was no comparative option.

With the said weakness in the methodology from the past studies and owing to the fact that many of the studies were done in different contexts other than Uganda, it was deemed important to carry a study that employed a mixed approach and that had different cases in a bid to improve upon the results. As such this study was carried out in the Ugandan context, adopting a mixed approach, and assessing different institutions.

## **2.5 Conclusion**

Given the literature reviewed, the challenge of counterproductive work behaviour among employees still persists. However, there is evidence that where employers fulfil the needs of the employees, the employees feel obliged to help the organisation succeed. In essence counter productive work behaviour can be controlled if employees feel obliged to help the organisation. The main gap in the assessed literature is lack of academic inquiry in the Ugandan context and having many studies only applying one approach either qualitative or quantitative. This provided an opportunity to conduct a study assessing the mechanisms that can be used to address counterproductive work behaviour in the Ugandan context using a mixed approach.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter describes the frame work within which the research was conducted. The chapter presents the research design, study population, sample size and sampling techniques, data collection instruments, validity and reliability of research instruments, procedure and data analysis

#### **3.1 Research Design**

The study used a cross-sectional survey design for the quantitative methodology. A cross sectional design entails collecting on-spot data. The researcher chose this research design because of its advantages in obtaining data fast (Neumann, 2003) which was mainly in line with the period provided for conducting the study and submitting results for examination purpose. Quantitative approach which is a systematic objective means of obtaining data was the main approach. The approach was chosen owing to its qualities of allowing collection of data from a large sample size and separated the research instrument from the researcher, thus reducing bias and thus allowed the results to be generalised.

A descriptive qualitative design was also applied to the head teachers and their deputies who participated through interviews, The qualitative means was used to get an in-depth account (Babbie 2012) of what the heads of schools experience when managing the teachers. This provided a thick description of the behaviour exhibited by the teachers and what they believed can be done to minimise the occurrence of counterproductive work behaviours in their institutions.

### **3.2 Study Population.**

The study population constituted mainly staff members from the eleven (11) government-aided secondary schools in Mityana District totalling to 240 including; head teachers, deputies, academic heads and teachers (Mityana District Education Office 2017). The teachers were chosen since they are party to the behaviour under investigation while head teachers and their deputies are administrators and therefore handle the cases of counterproductive work behaviour exhibited by the teachers.

#### **3.2.1 Sample size and sample selection**

The sample size was 146 respondents of which 124 were teachers and 22 were head teachers and their deputies of the eleven (11) government secondary schools. The sample size determination of the teachers was guided by Krejcie and Morgan table 1970(appendix C). The table specifies the appropriate sample size in relation to the available population size. All the head teachers and the deputies were targeted as a population to participate in interviews. These are the administrators of the schools and are responsible for handling behaviour cases related to the teachers they lead.

#### **3.2.2 Sampling techniques**

The purposive sampling technique was used to select head teachers and their deputies in order to get in depth information about the problem under study. A purposive technique entails an inclusion-exclusion criteria of selecting individuals who meet certain qualifications to participate in a study or possess the key information sought (Creswell 2012). This was used in selecting the 22 head teachers and their deputies. This was done on the grounds that as the heads of the institutions, these leaders are charged with monitoring the behaviour of the teachers and also

helping resolve behaviour lapses. They are also instrumental in making suggestions to the government officials on what needs to be done to improve the behaviour. With this, it was believed that it was only this category of teachers who would give an in-depth account of their experience. As such any other teacher who held a lower rank was excluded from the interviews.

In addition, stratified random sampling technique was used to select teachers since this category of respondents comprised of a big number (Maxwell 2012). This is a hybrid technique that factors in the number of teachers per school and also minimising bias in selection.

Stratified technique is used when there are different cases that have different population sets. The different cases are considered to be strata, each stratum with a different size of population. This enables a formula to be used to identify the number of questionnaires to be distributed once the right sample size is established for the entire case. This then ensures that the distribution of the questionnaires is done in fair representation. In this study, the stratified technique ensured that the school with the school with the biggest population of teachers, got the largest number of questionnaires, and the schools with less number of teachers received an equitable share.

The random sampling technique on the other hand is a selection method that gives an equal opportunity to each individual to be selected to take part in a study. Since this is a blind selection, anyone can be selected to make up the sample targeted. In this study the technique ensured that in each teacher per school was accorded an opportunity of being selected (Babbie 2014). The choice of the said technique ensured that bias was minimised.

**Table 3. 1: Sample Size and Selection of Respondents**

School	Population	Sample
ST. KIZITO BBANDA S.S	17	10
BUJUBI S.S	19	12
KIWAWU S.S	25	15
ST. JOSEPH S.S.S KAKINDU	20	12
NAKWAYA S.S	20	12
NAAMA S.S	20	12
KALANGAALO S.S	24	15
NAMUTAMBA S.S	18	11
MITYANA S.S	36	22
SEKANYONYI S.S	21	13
KIGGWA S.S	20	12
<b>TOTAL</b>	<b>240</b>	<b>146</b>

Source: Primary data 2017

### 3.3 Data Collection methods

The data was collected using a mixed method. Quantitative method was used to collect data among the teachers, while collective method was used to collect data from the head teachers.



### **3.4 Data collection instruments**

The research used primary data which was collected using self-administered questionnaires to get information from teachers and guiding questions (interview guide) were designed for focus group discussions with head teachers and deputies.

#### **3.4.1 Questionnaire method**

Questionnaire method entails designing of statements that the respondents reads and responds in writing the questions posed. It is an impersonal exercise where a respondent is left on their own to respond to the questionnaires. A questionnaire method is mainly used to collect data from a large sample size of respondents with an aim of collecting enough data that can be used to generalize the results to the entire population.

In this study, the researcher used self-administered questionnaires for the respondents with open and close-ended questions so as to be able to capture more information (Appendix A). Self administered questionnaire is where the respondents are just given the questionnaire, reads and interprets on their own and responds without assistance (Maxwell 2012). It is appropriate when the target group is literate and able to understand the language used for the questionnaire. This was used for this study since the target group was the teachers who are well versed in English language.

A pretest of this questionnaire was done by administering it to 10 potential respondents who made comments on appropriateness of the questionnaire. The few questions that were judged vague were refined. The refined questionnaire was then distributed among the teachers in their respective schools, they consisted of Felt obligation inventory which had 14 questions relating to

Obligation for duty (5), Obligation for loyalty (4), and Obligation for trust (5) and a Counterproductive inventory had 25 questions where personal directed harm had 10 questions. In respect to this the expected highest score was 5 and lowest 1, which were strongly Agree and strongly disagree respectively. In essence, it was expected that the level of felt obligation would be based on the assessment of each respondent and this would result into varied answers.

The managed counterproductive behaviour questionnaire had had 15 questions, all these inventories were based on the Likert scale following a set pattern, with (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree. In this questionnaire a mean score of between 3 and 4 which indicates not sure and agree respectively was expected. This is so since on aggregate we it was expected that the number of teachers involved in serious counterproductive behaviour would be few since although the teachers would exhibit counterproductive behaviour if it exceeds a given limit, it would attract serious disciplinary action.

### **3.4.2 Interview Guide**

An interview guide is an instrument used to help a researcher pose questions to a respondent in a process of data collection that entail face to face or other form of oral-based method.

In this study, an interview guide consisting of structured questions was designed and administered to the head teachers and their deputies (Appendix B). Information collected through this method was written in short hand and latter used for analysis. It was expected that the head teachers were facing both similar and varied experiences. However it was expected that the shared experience was more pronounced than the differences.

### 3.5 Quality control measures

#### 3.5.1 Validity of the research instruments

Validity refers to the degree of accuracy achieved by a research instrument of a in testing the variable that a researchers seeks to examine. Validity refers to the accuracy of a questionnaire in testing what it is meant to test and thus appropriately measure the variables (Walker 2012). The questionnaire used for this study was mainly adopted from the previous scholars that have examined the variables under review. These scholars include; Spector, Penney, Goh, and Kessler (2006), Spector (2011), and Eisenberger et al (2001). Further, a pre-test of the questionnaire with 10 prospective respondents was done. The views and comments of the supervisor were incorporated which entails to further refinement of the questionnaire.

#### 3.5.2 Reliability of the research instruments

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated results (Chronbach 1953; Cresswell 2012). In this study, the questionnaires were subjected to a Cronbach's alpha coefficient test. As shown by the results in table 3.2 the variables scored an above 0.7 which is considered reliable.

**Table 3. 2: Reliability Analysis**

<b>Variable</b>	<b>Number of questions</b>	<b>Cronbach Alpha</b>
Felt obligation	14	.823
Managed counterproductive work behaviour	25	.973

**Source:** Primary data of 2017

### **3.5.3 Data Management and Processing**

The questionnaire that were used for the purpose of this study contained sentences enquiring on the variables under examination, and the respondents were required to respond to the degree to which they agreed with the set questions anchoring their answers on a five-point Likert scale, such that 1= Strongly Disagree, 2= Disagree, 3=Neither Agree nor Disagree, 4= Agree, and 5= Strongly Agree.

In regard to the data collected, each questionnaire was assessed for completeness. This was done through examining the entire questionnaire one by one to make sure that the acceptable question was the one that had been completely and verifiably answered.

In the felt obligation an assessment was done to examine whether the respondents had chosen one of the five choices for the 14 questions. In this questionnaire, if the respondents anchored their response as one, a total of 14 would have been achieved. This would mean that the respondents judged the teachers to absolutely have no sense of felt obligation at all. On the other hand if the respondents rated their answers as 5, a total of 70 would have been achieved which would mean that the teachers felt that their colleagues had demonstrated a highest degree of felt obligation.

Likewise, a similar examination was done for counterproductive questionnaire that had 25 items. The questions were reversed positively. In this questionnaire, if the respondents anchored their response as one, a total of 25 would have been achieved. This would mean that the respondents judged the teachers to have been seriously exhibited counterproductive work behaviour. On the other hand if the respondents rated their answers as 5, a total of 125 would have been achieved which would mean that the teachers felt that their colleagues rarely exhibited counterproductive work behaviour.

## **3.6 Data analysis**

### **3.6.1 Analysis of quantitative data**

The quantitative data that had been collected from the teachers through the use of questionnaires was entered into the Statistical Package for Social Sciences 20.0 (SPSS) software for analysis. The means and percentages were retrieved to show the general characteristics of the participants related to such aspects as age, period of service and gender among others. The same were used to show the response for objectives one and two which assessed the level of felt obligation among teachers and also the manifestation of counter productive work behaviour. In these objectives, the means scores provided the general perspective of the said status per question and also the grand mean for the entire question under each objective. The percentages demonstrate the population that assigned a given number per the likert scale between 1 and 5 per question. As such, for every question posed, the percent of the respondent that anchored their answer as either between 1 the lowest which signified a ‘strongly disagree’ response, and 5 as the highest which signifies a ‘strongly agree’ response was established.

Both Pearson correlations and regressions analyses were conducted for objective three that sought to examine the relationship between felt obligation and managed counterproductive work behaviour. Pearson correlation conducted when one needs to find a linear relationship between two variables. It can thus be used to assess causal relationship where a given hypothesis is examined. The results of such an analysis demonstrate whether there was a positive, null, or a negative relationship between variables. In this study, a relationship between felt obligation and managed counterproductive behaviour was of interest. As such, a Pearson correlation was meant to assess the direction and strength of the relationship. It was expected that there is a positive

relationship between felt obligations and managed counterproductive behaviour and thus the significance of the test.

Finally, a hierarchical regression shows the strength of the dimensions of the independent variable in this case obligation for duty, obligation for trust and obligation for loyalty in explaining the variation in the dependent variable, in this case the managed counterproductive behaviour. In particular, a regression analysis shows the percentage to which an independent variable predicts the dependent variable.

### **3.6.2 Analysis of quantitative data**

Qualitative data were collected from the head teachers and their deputies through interviews. The data was collected through notes. A content analysis was used for the analysis of the data retrieved. This involved identifying common themes that emerged from the responses. Any theme that was shared by 9 and above respondents was taken into account. The presentation of the results included a general view of the respondents which is backed by quoted narrations.

### **3.6.3 Measurement of variables**

A felt obligation inventory which had 14 questions adopted from Spector et al. (2006), and Spector (2011) was used to collect data for felt obligation variable that had three dimensions namely, obligation for duty, obligation for loyalty, and obligation for trust. The questions for obligation for duty were 5, obligation for loyalty was 4, and obligation trust was 5. The respondents were requested to respond according to the degree that they believed the statements applied to them anchoring their answers into a 5 point likert scale where a score of 1 was strongly disagree, 2 Disagree, 3 Neither Agree nor Disagree, 4 agree, and 5 strongly agree. In this questionnaire, if the respondents anchored their response as one, a total of 14 would have

been achieved. This would mean that the respondents judged the teachers to absolutely have no sense of felt obligation at all. On the other hand if the respondents rated their answers as 5, a total of 70 would have been achieved which would mean that the teachers felt that their colleagues had demonstrated a highest degree of felt obligation.

Counterproductive inventory adopted from the work of Eisenberger et al (2001) on the other hand, had 25 and was used questions was used to collect data for the two dimensions of managed counterproductive work behaviour namely, personal directed harm which had 10 questions, and the organisational directed harm which had 15 questions. The questions were in negative form such that a question like *'I don't remember having witnessed teachers who purposely waste materials and supplies such as markers/chalk'*, which sought to examined the degree to which the respondents believed that the teachers were not engaged in such an organisational directed harm was assessed. The respondents were requested to respond according to the degree that they believed the statements applied to them anchoring their answers into a 5 point likert scale where a score of 1 was strongly disagree, 2 Disagree, 3 Neither Agree nor Disagree, 4 agree, and 5 strongly agree. In this questionnaire, if the respondents anchored their response as one, a total of 25 would have been achieved. This would mean that the respondents judged the teachers to have been seriously exhibited counterproductive work behaviour. On the other hand if the respondents rated their answers as 5, a total of 125 would have been achieved which would mean that the teachers felt that their colleagues rarely exhibited counterproductive work behaviour.

### **3.7 Data presentation**

In regard to quantitative, Percentages and means show the results in regard to participants' characteristics, and the response to each questions under objective one and two. It shows the mean of a question as rated in either strongly agree to strongly disagree. The correlation results

show whether the relationship as per objective three was positive, negative or null. Finally the regression results show the degree to which the independent variable predicts the dependent variable as per objective three.

The presentation of results collected through qualitative approach is presented in a summary of themes supported by direct phrases as per the narrations of the interviewees.

### **3.8 Ethical Considerations**

A researcher is expected to observe ethical principles throughout the study (Shamoo & Resnik 2009). In particular, one is expected to be observant to the intellectual property and authorship, exercise carefulness to avoid errors and negligence, clarification of the nature of the study to the participants, and anonymity of the respondents. An introductory letter from UMU indicating the nature of study was obtained (Appendix D) which enabled easy access to the targeted institution. Further, all information obtained was kept confidential especially the identity of respondents have not been revealed anywhere in this write up. All these requirements plus all the other guidelines contained in the Martyrs University Research Handbook (2015) were observed.



## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS**

#### **4.0 Introduction**

This chapter provides the research findings and their interpretations. In particular, the chapter has the results regarding the demographic characteristics of the respondents and the results per objectives. The objectives included, the status of felt obligation among the teachers, the manifestation of counterproductive work behaviour among the teachers, and the relationship between felt obligation and managed counterproductive work behaviour.

#### **4.1 Response Rate**

By the time the data collection exercise was called off, a total of 113 questionnaires out of the targeted 146 were retrieved. Upon examination, the entire questionnaire was deemed appropriate for analysis. Therefore the analysis was 76.4% of the targeted size. This is an acceptable size as advanced by Maxwell (2014) that a response rate of above 60% is very appropriate for any study.

#### **4.2 Demographic characteristics of the Respondents.**

The study put into account the sex, age, academic qualification of the respondents, and length of service to their institutions which were considered relevant to this study. Table 4.1 presents the background information of respondents.

**Table 4. 1: Background Information**

Gender		Frequency	percentage
Male		54	47.8
Female		59	52.2
Total		113	100.0
<b>Age of the respondent</b>			
		Frequency	Percentage
20-29 Years		15	13.3
30-39 Years		24	21.2
40-49 Years		55	48.7
50-59 Years		17	15.0
60 Years and Above		2	1.8
Total		113	100.0
<b>Education background of the respondent</b>			
		Frequency	Percentage
Diploma		33	29.2
Bachelors Degree		61	54.0
Postgraduate Diploma		8	7.1
Masters Degree		11	9.7
Total		113	100.0
<b>Years of service of the respondent</b>			
		Frequency	Percentage
1-2 Years		7	6.2
3-4 Years		15	13.3
4-6 Years		24	21.2
8-10 Years		24	21.2
10 Years and Above		43	38.1
Total		113	100.0

**Source: Primary Data 2017**

From table 4.1, regarding the sex distributions of the respondents, it is evident that majority of respondents were females at 59 (52.2%) while 41(47.8%) were males. This tentatively implies

that the government aided secondary schools in Mityana district employed mainly more female teachers than male teachers. These varied in age with majority being energetic between 20-50 years 94(83.7%) as opposed to elderly teachers 19(16.3%)

The respondents were literate with over 61(54.0%) being bachelor's degree holders, followed by 33(29.2%) diploma holders, 11(9.7%) masters and only 8(7.1%) had post graduated diploma in education, implying that the government schools had well trained head teachers, deputies and teachers. The above staff also had varying period of service with the largest number being between 4-10 years 48 (42.4%) followed by teachers above 10 years as 43(38.1%) and the least being those below four years of service 22(19.5%), indicating that most teachers had enough experience in these government schools and ought to abide by the rules and regulations of the teachers code of conduct.

### **4.3 Results of the specific objectives and discussions**

#### **4.3.1 To examine the degree of felt obligation among the secondary school teachers**

The first objective of this study aimed at assessing the degree of felt obligation among teachers in government aided secondary schools in Mityana district. As such, the aim was to find out the degree to which the teachers demonstrated the three key dimensions of felt obligation namely, obligation for loyalty, obligation for duty and obligation for trust. A summary of the results is as shown in table 4.2 below.

The interpretation of the results follows percentage of the response per question posed. The respondents were required to anchor their answers on a 5 likert scale such that 1 depict the respondents strongly disagreed with the statement posed, 2 disagree, 3 not sure, 4 agree, 5 strongly agree.

**Table 4. 2: Felt Obligation among teachers**

<b>Felt Obligation</b>	<b>SD</b>	<b>D</b>	<b>NA/D</b>	<b>A</b>	<b>SA</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
<b>Obligation for loyalty</b>					
Most of my fellow teachers feel the need to continue serving this school for as long as they are in employment	26.9	31	3.5	28.8	9.7
Most of my fellow teachers feel the urge to remain in this school even if they were to get another organisation willing to increase their pay.	50.4	19.5	2.7	15	12.4
Most of my fellow teachers feel the urge to uphold our school's reputation in public	4.4	11.5	1.8	79.6	2.7
Most of my fellow teachers feel the urge to encourage students to join this school	4.4	20.4	1.8	70.8	2.7
<b>Average</b>	<b>21.53</b>	<b>20.6</b>	<b>2.45</b>	<b>48.55</b>	<b>6.875</b>
<b>Obligation for duty</b>					
Most of my fellow teachers feel they owe it to the school to give 100% their energy to the school's goals	4	75.2	14.6	4.4	1.8
Most of my fellow teachers feel that they have an obligation to the organisation to ensure that they produce high-quality work.	8.42	15.9	31.4	38.9	1.8
Most of my fellow teachers owe it to the school to do what they can to ensure that the public and the students are well-served and satisfied.	0	15	2.7	78.8	3.5
Most of my fellow teachers would feel an obligation to take time from their personal schedule to help the school if it needed my help.	2.7	32.7	3.5	57.5	3.5
Most of my fellow teachers feel a personal obligation to do whatever they can to help the school achieve its goals.	1.8	13.3	2.7	80.5	1.8
<b>Average</b>	<b>3.384</b>	<b>30.42</b>	<b>10.98</b>	<b>52.02</b>	<b>8.78</b>
<b>Obligation for trust</b>					
Most of my fellow teachers feel personal obligation to always be truthful	5.9	34.2	5.3	61.1	3.5
Most of my fellow teachers feel a personal obligation to always negotiate with good faith	11.2	26.2	21.1	40.1	3.5
Most of my fellow teachers feel a personal obligation to always fulfil what we agreed on.	0	29.2	23	46.9	0.9
Most of my fellow teachers feel a personal obligation to always be sincere in actions	2.7	52.2	31	14.2	0
Most of my fellow teachers feel a personal obligation to always be true both in words and actions	0	49.6	22.1	28.3	0
<b>Average</b>	<b>3.96</b>	<b>38.28</b>	<b>20.5</b>	<b>38.12</b>	<b>1.58</b>
<b>Grand Mean</b>	<b>9.623</b>	<b>29.767</b>	<b>11.31</b>	<b>46.23</b>	<b>5.745</b>

Source: Primary Data 2017

In regard to **obligation**, the result shows that in general, a small majority of 51% believed that teachers exhibited obligation for loyalty, the remaining 49% were either not sure or disagreed that teachers in the schools were obligated as per the average grand percentage. In essence while there is a good number of teachers who demonstrate the spirit of felt obligation, there is still a sizable number that may dilute the performance of others and therefore strategies to raise the degree of felt obligation need to be improved for better results

In terms of **obligation for loyalty**, it is 55% of respondents who agreed that the teachers in Mityana that demonstrated this form of loyalty. As such, it can be said that it is a slightly high number of respondents believed that the teachers in Mityana were loyal. This means that the remaining 45% believed that the teachers had not shown the expected loyalty. In further assessment of individual items, it can be seen that, the respondents disagreed with the view that, *Most of my fellow teachers feel the need to continue serving this school for as long as they are in employment* as indicated by a total of 57.9 % respondents , *Most of my fellow teachers feel the urge to remain in this school even if they were to get another organisation willing to increase their pay* as indicated by a total of 69.9% respondents. These are the items that show major weakness that needs to be improved if teachers are to be loyal

It can however be seen that the teachers would encourage other students to join their institutions. A total of 70% respondents indicated that they felt that the teachers would indeed encourage people to do so. It can further be seen a more encouraging, though not to the desirable level was recorded in regard to upholding their schools reputation in public. The response to this question was where 79.6 % respondents indicated that they felt that teachers would promote good image

of the school to the public. These are items whose factors favourable need to be maintained or further improved.

In respect to **Obligation for duty, the** results indicate that majority of the respondents felt that teachers exhibited this form of obligation since the grand score show that 61% of them were in agreement. However while this can lie in the range of fair, it fails to achieve the more desirable score of 75% which is rated to be a high rating. Good ratings were scored for items like, *Most of my fellow teachers owe it to the school to do what they can to ensure that the public and the students are well-served and satisfied* where 82.% were in agreement. This means that the teachers are very sensitive and ready to serve other members of the public to demonstrate the schools in a good image. Similarly 82% of the respondents felt that, most teachers feel a personal obligation to do whatever they can to help the school achieve its goals.

However, there were some items that were rated very weak. It can be seen for instance that, the respondents disagreed with the view that,79% disagreed with the statement that, *most of my fellow teachers feel they owe it to the school to give 100% their energy to the school's goals* . This shows that the respondents felt that their colleagues do not give it all. Equally, majority of respondents either disagreed or were not sure that, *Most of my fellow teachers feel that they have an obligation to the organisation to ensure that they produce high-quality work* , the respondents indicated that they couldn't certainly judge whether that was the case with their colleagues or not.

**In regard to Obligation for trust, the** result shows that in general, majority of respondents, 63% disagreed that the teachers showed this form of obligation. In essence it can be said the spirit of felt obligation is not visible among the teachers of the institutions examined and this is

the area where too much effort need to be placed. It can be seen in such items like, *Most of my fellow teachers feel a personal obligation to always be sincere in actions*, and *Most of my fellow teachers feel a personal obligation to always be true both in words and actions*, majority of the respondents disagreed with the statements.

Thus, in general, the results indicated while a small majority agreed that teachers showed a higher degree of felt obligation, this was only at an average level. It may not be adequate to produce a desirable change in behaviour as would have for instance be expected if an approval rate of about 75%. The 49% that do not demonstrate the level of obligation can be considered to be a big size to rob the schools the benefit of the other 51% that demonstrate a high degree of obligation. What this means therefore is that the teachers in question only maintained a minimum level of obligation that would enable them perform their duties. The teachers are therefore deemed to be obliged to meet the necessary work requirement that would possibly not be worse to attract disciplinary action. This in essence would not yield high levels of results such as the outstanding performance.

The level of felt obligation demonstrated by teachers in Mityana district can be said to raise concern because it may affect the entire performance. The available literature collaborates this view in that where the employees demonstrate a high level of felt obligation such employees are likely to be more productive, demonstrate extra-role behaviours, and are likely to stay for an organisation for long (Giorgi, Dubin & Perez, 2017: Michaela, 2015). It is therefore important that the said institutions undertake a review of the possible means to create an environment where the employees feel obligated.

The possible explanation to the above result is that, the institutions may not be meeting the expectations of the teachers fully. With this, exchange theories like the psychological contract theory, can serve to give an insight. The theory purports that, the employees have unwritten expectations from an organisation, that are beyond the salary and other tangible benefits (Kurtosis et al., 2015). When the expectations are met, then employees would demonstrate a high sense of obligation to help their organisation. It is therefore possible that the teachers feel that their expectations may have not been fully met and therefore don't have the inner sense of obligation to help the organisation save for meeting the minimum expectations.

Again Satardien (2014) observed that organisations should not just expect that employees will have a sense of obligation if the prospects of their employment do not appear bright. What this suggests is that the government of Uganda, who is the employer of the government aided teachers need to conduct a review of what the teachers would want in the course of their employment in such terms a rewards and other benefits such as promotions. This is so since if the teachers in the course of their employment are assure of good rewards for their work both now and in future, their sense of obligation would be high, which is a desirable state.

Another explanation as to why the degree of felt obligation was not desirable would be that the some of teachers may rarely have opted for the teaching profession as a career or a calling but rather may just be undertaking their work just to meet their financial and other needs. The available literature suggests that if this is the case, the employees would be seen to be concerned with the obligation of meeting their duties to the minimum rather than enjoying and developing a high sense of felt obligation (Michaela, 2015). Otherwise, teachers who are fully committed and



take their profession as career or calling would regardless of circumstances, still demonstrate a high level of felt obligation.

Thus, the study has shown yet another institution that is struggling with employees whose sense of felt obligation is low. When this is the case, the productivity of such employees would not be appropriate and also the behaviour they demonstrate would also not be desirable. The implication of the results is that the government needs to explore the means that can give the teachers a reason for believing that they derive positive outcomes of their jobs in order to instil a sense of obligation. This can be achieved through fostering a sense of felt fairness in treatment and benefits derived from an employment relationship (Aggarwal, 2015). Thus the government needs to ensure equity in terms of compensation, promotion opportunities and other related benefits.

In conclusion, the study has revealed a weakness in felt obligation among teachers in Mityana district. It is that state that partly explains the counterproductive work behaviour that has been reported in the institutions in the area.

#### **4.3.2 Manifestation of Counterproductive work Behaviour among teachers.**

In this objective, the aim was to assess the manifestation of counterproductive work behaviour among teachers. In this respect, the questions were set in regard to the degree to which the less degree to which the teachers are engaged in counterproductive work behaviour that are aimed at the institutions and also the behaviour against fellow colleagues. The percentage of the respondents that responded according to the five options give, the general mean and the standard deviations are as shown in table 4.3 below.

The interpretation of the results follows percentage of the response per question posed. The respondents were required to anchor their answers on a 5 likert scale such that 1 depict the respondents strongly disagreed with the statement posed, 2 disagree, 3 not sure, 4 agree, 5 strongly agree.

**Table 4. 3: Manifestation of counterproductive work behaviour**

	<b>SD</b>	<b>D</b>	<b>NA/D</b>	<b>A</b>	<b>SA</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
I don't remember having witnessed teachers who purposely waste materials and supplies such as markers/chalk	31.9	54.9	2.6	9.7	0.9
I don't remember having witnessed teachers who do not care about the available equipment such as tables and chairs	32.7	39.8	2.9	15.9	8.7
I don't remember having witnessed teachers who come to work late without permission	50.4	34.5	0.9	11.5	2.7
I don't remember having witnessed teachers who stay home from work and say they were sick when they aren't	51.8	28	1.8	13.4	5.9
I don't remember having witnessed teachers who take a longer break than they are allowed to take	52.2	33.6	1.8	12.4	0
I don't remember having witnessed teachers who leave classes earlier before the time ends	53.1	31	3.5	9.7	2.7
I don't remember having witnessed teachers who work slowly and therefore require remedial classes to ensure that the syllabus is covered	54	30.1	4.2	10.6	0.9
I don't remember having witnessed teachers who steal something belonging to the school	37.7	47.7	2.7	11.5	0
I don't remember having witnessed teachers who take supplies or tools home without permission	32.2	46	2.7	18.3	0.9
I don't remember having witnessed teachers who spend a lot of time discussing irrelevant issues such as giving stories than teaching when in class	46	37.2	0.9	14.2	1.8
<b>Organisational-Directed harm</b>	<b>44.2</b>	<b>38.28</b>	<b>2.4</b>	<b>12.72</b>	<b>2.45</b>
I don't remember having witnessed teachers who spread rumours against their colleagues	27.4	59.8	1.8	9.7	1.3
I don't remember having witnessed teachers who steal something belonging to a colleague	24.8	51.3	8.8	15	0
I don't remember having witnessed teachers who are rude to the students.	43.4	34.9	3.5	13.3	4.9

I don't remember having witnessed teachers who insult their colleagues	31	54	5.3	9.7	0
I don't remember having witnessed teachers who make fun of someone's personal life	33.9	54	5.3	6.2	0.6
I don't remember having witnessed teachers who ignore someone at work	29.2	56.6	4.4	7.6	2.1
I don't remember having witnessed teachers who unfairly blame others	31	53.1	4.4	8.8	2.7
I don't remember having witnessed teachers who started unfair argument with a colleague at work	30.1	51.3	3.2	9.4	6
I don't remember having witnessed teachers who verbally abused a colleague at work	23.9	56.6	3.5	11.5	4.4
I don't remember having witnessed teachers who made an obscene gesture to a colleague at work.	22.5	55.8	5.3	12.4	4.4
I don't remember having witnessed teachers who have threatened someone at work	23	51.1	2.7	16.1	3.5
I don't remember having witnessed teachers who say something obscene to someone at work to make them feel bad	22.1	52.8	5.3	15.4	4.4
I don't remember having witnessed teachers who did something to make someone at work look bad	27.4	57.5	5.3	8	1.8
I don't remember having witnessed teachers who embarrass a colleague at work	30.1	54.9	7.1	8	0
I don't remember having witnessed teachers who refuse to help a colleague at work	28.3	60.2	1.8	7.1	2.7
<b>Average People Directed harm</b>	<b>28.54</b>	<b>53.59</b>	<b>4.51</b>	<b>10.54</b>	<b>2.57</b>
<b>Grand average Counterproductive work Behaviour</b>	<b>36.37</b>	<b>45.93</b>	<b>3.45</b>	<b>9.91</b>	<b>2.51</b>

**Source: Primary Data 2017**

The results from table 4.3 show that on overall, majority of respondents, 84% in particular, do not believe that their institutions have managed counterproductive behaviour. This means that there are visible counterproductive work behaviour that is been demonstrated both aimed at the organisation and the fellow colleagues. In regard to counterproductive work behaviour that aim at harming another person, 81% of the respondents believed that this form of counterproductive behaviour still existed. In regard to individual items there is an indication that the respondents felt that there are employees who waste students' time through providing irrelevant stories, and

also some who take school supplies like reams of papers for personal use rather than the sanctioned use. This is so since the respondents gave a response of disagree on the individual statements that had stated otherwise, as can be seen in the following response; *I don't remember having witnessed teachers who spend a lot of time discussing irrelevant issues such as giving stories than teaching when in class where 83.2% of the respondents disagreed. and I don't remember having witnessed teachers who take supplies or tools home without permission,78% disagreed.*

The respondents also felt that teachers would leave class earlier than time, taking longer break, and extending the time allocated for syllabus completion in order to secure remedial time. .

In regard to **counterproductive work against individuals, majority of** the respondents, 83% in particular, categorised the status as having a problem. This means that counterproductive behaviour against colleagues is common and teachers are actually engaged in counterproductive work behaviour that is directed to fellow colleagues.

In individual items, it can be seen that the respondents did not feel that, *I don't remember having witnessed teachers who verbally abused a colleague at work where 80% disagreed..* This means that there are instances that teachers abuse their colleagues. Similarly, 81% of the respondents indicated that teachers are engaged in unfair arguments with colleagues, use of obscene words, making other people's look bad, and 85% of respondents believed that some teachers embarrass fellow colleagues.. Therefore, in such items, the teachers have been found to be indeed being engaged in counterproductive work against fellow colleagues.

### **Qualitative result on the manifestation of counterproductive work behaviour**

A **qualitative study involving** the heads of institutions namely the head teachers and their deputies, tried to assess their views on the counterproductive work behaviour among teachers whom they lead. The said personnel are the representatives of government in managing the schools and are therefore responsible to ensure that the teachers demonstrate desirable behaviours in the institutions. They are therefore who handle behaviour related issues and are thus well informed on the overall status of counterproductive work behaviour among teachers.

### **The most occurring counterproductive work behaviour**

Majority of the respondents agree that there are counterproductive work behaviour in their institutions which can be classified in terms of the most serious ones and mild ones. The following is a summary of the behaviours.

The most serious counterproductive work behaviour

**Table 4. 4: The most severe counterproductive work behaviour**

Behaviour	Frequency
Sex with students	9
Failure to cover syllabi at the expected time	15
Absenteeism	19
under teaching	16
Verbal abuse among teachers	11
Insubordination	9
Harassing students	13
Theft of lab equipments, sports equipments, Reams of papers, and other minor items from school	17
Inciting students to stand up for their rights and this causing destructive strikes	9

**Source: Primary data 2017**

**Table 4. 5: Less severe counterproductive work behaviour**

<b>Behaviour</b>	<b>Frequency</b>
Taking longer breaks than expected	22
Spending teaching time on unrelated topics	16
Backbiting others	11
Failure to attend duties	17
Rumours	12
Tarnishing other people's names to win favour	9
Teaching in other private institutions and encouraging their colleagues to do so	16

**Source: Primary data of 2017**

In regard to what they viewed as severe counterproductive work behaviour, majority of the respondents, the head teachers and their deputies, indicated having sexual relationship between teachers and students is one of them. Notably in the Ugandan laws and also in the teaching profession, it is considered to be a major indiscipline for teachers to have sexual relationship with students. This was however said to have been an occurrence especially pitting male teachers. In one of the narration, a head teacher posed, ‘..... they are sharp. This is mainly male teachers. They are aware of the consequences of having relationships, so they try very much not to be caught. We only have a few cases where a teacher has been nabbed but there are many cases that go without much attention because the teachers involved manage to hide evidence..... Yah, they have sexual intercourse, normally ... the students feel it as pride having a teacher as a friend... so it happens during holidays, ... and mainly after senior six exams.....

*where no pregnancy occurs, there is little to do about.... On the other hand, where a student becomes pregnant,.. they don't come back to school and they don't reveal who it is that impregnated them... so the teachers escape.....'* It is one of the most severe counterproductive work behaviour since it mainly leads to the end of the student's education.

Another head teacher had this to say,... *cases of sexual intercourse are there..... The teachers use their position and influences to lure students into accepting sexual advances.... Some of the teachers are smart though,.. they ensure that if they are to have sex, they have with the mature ones of senior six.... These girls are about to finish their studies and they can for instance indicate that they are doing revision and asking questions..... The relationship can continue.... They have sex using condoms..... . Some of this information is reported to us by fellow students.... But as you know, we are not expected to just act on rumours, because we need to have a tight case. So if the students responsible do not report, it is hard to indicate that to responsible teacher.... What we do is to warn teachers during meetings that we are aware some of the teachers are engaged in relationships,... and we discourage girls going on their own to meet a male teacher.... So sexual relationships are there...'*

Failure to cover the syllabi in time, absenteeism, and under-teaching as a major counterproductive behaviour were identified and can be grouped into the same theme since they all affect coverage of the expected work. In this regard, the respondents indicated that failure to cover the topics per each subject would amount to cheating on the students and affect their progress. The head teachers noted that if the teachers were serious with their work, then the time allocated for each of the subjects by the ministry of education would be enough to cover all what is required. However as a result of the counterproductive behaviour, the schools are forced to ask

parents to pay more money for remedial classes. At most the teachers believed that extra time would be required to help the students with exam approach rather than covering the syllabus. At other schools, the head teachers noted, the student would have to do exams having some topics not covered.

In regard to poor coverage of syllabi, one of the respondent noted.; ... *We have a problem with teachers who dodge classes... some say the government is not paying well.... So they absentee themselves without genuine reasons... this can't happen in private schools.... They take the advantage of job security that they have..... Some are used to the system that they no longer care much..... there are many delaying tactics but the aim is to promote the culture of having remedial classes where they get extra money.... Some of these teachers teach other private schools and they teach well since there they are monitored.... So its about heating students.... So if the government is not paying well, why can't they resign?....”*

Another one posed..... *the challenge with government schools, despite being head teachers, we mainly recommend what the teachers can do and not heavily punish. So you find that a teacher will easily fake a reason and absentee themselves... at times they are present, they spend time in the staff room, they go to class late. Others even go to class and just entertain students with stories. Students like such teachers too much. It's okay to make the class lively but you also be responsible and be aware that you need to teach.... So some teachers overdo it and forget coverage which affects the students.... Some of the poor results registered in government school are as a result of such behaviour that makes it impossible to complete the syllabus. ....”*

It was also noted that some teachers are involved in theft of some school items that are easy to carry and that are expensive such as laboratory equipments, sports materials such as balls, and



reams of papers. This is mainly done in a coordinated manner where the beneficiaries are many and the many people who suffer are the security personnel.

In one of the narrations;... you know we require students to come with reams of papers for printing.... *Some teachers steal them and sell outside.... The first time we noted that the stock out was very fast... no one could tell... our investigation revealed a group of cartel within the school some of who the teachers are involved.... We have tried to make measures but they steal although not like it used to be....*’

Another one said, ‘... *corruption is everywhere and this is a vice that we are also witnessing among teachers....there are some teachers who take students out for sports, others for music festivals and related tours.... They inflate or they take the opportunity to take extra money than they are entitled.. they come with receipts that are suspicious,,... so they earn extra money.... Here we have also witnessed the theft of some laboratory equipments and especially experiment materials... these are expensive items... so the time they are out of supply we wonder whether they have been used effectively... therefore some teachers are engaged in such counterproductive behaviour.....*’

Another counterproductive behaviour identified was insubordination especially by elder teachers and teachers who teach subjects where teachers are scarce like science and mathematics. The culprits are careful though the way they do it to avoid disciplinary cases that may lead them to their termination.

In this regard, one of the respondents said... You see, leadership comes from God... *I and my deputy are very young. But we took our positions on merit... there are some teachers here who*

*think because they are older than we are they can't receive our instructions. But they have to because of position. Some understand that and they accord us due respect... But others belittle us... What we do though, is to give them respect according to our African culture... we let go of some of their inappropriate behaviour.... So insubordination I think falls into counterproductive work behaviour?,,,, yah, there are some teachers who behave that way...’’*

*Another one posed.....I know a clique of teachers who believe they are untouchables. Majority of them teach science and mathematics... they are very arrogant because they know we need them,.. They do what they want and want to be treated special ,.... Some have no respect of their colleagues.... It's a clique.....we have challenges in controlling them...they bull doze us into agreeing with their views, but not all. Some are actually very humble and cooperative. ‘‘*

Similar narrations in regard to what has been termed as mild counterproductive behaviours. These are behaviours that although not appropriate, do not fall into a category where a serious disciplinary issue can be taken or pose a serious harm to either the organisation or the individuals. So one would just need to improve on and all would be well. These behaviours include, taking a more break time and lunch time of between 5 and 10 minutes, backbiting, rumours, or trying to compete for favours. Others spend teaching time and cracking jokes with students although not much time. Others encourage other colleagues to teach in other institutions.

The results thus indicate that secondary school in Mityana are encountering counterproductive work behaviour among the teachers. This is so since in most of the items assessed using quantitative studies, indicate that the respondent felt that the key known counterproductive

behaviours among teachers have not been fully addressed. These results were also corroborated from the narrations of the head teachers and their deputies.

In general however, the behaviour has not been destructive to the extent of having serious harm to the organisation or its members. There has not been a report of death or serious destruction of school property or serious learning interruptions.

The possible explanation to the current state of affairs is that, where an institution has many employees as is the case with some of the institutions, one would expect some degree of counterproductive work behaviour especially since the employees do not work at a particular centre where monitoring of each individual can be done (Obamiro, Ogunnaike, & Osibanjo, 2014). Organisations and institutions where people work are considered as social set ups. In this respect, there are acceptable norms and behaviours that are expected to be demonstrated by the members of the organisation. However evidence has shown that going contrary to the norms which mainly results to counterproductive behaviour at a certain degree. Thus the question would therefore be, whether the degree can widely affect the organisation or can be easily contained (Tims, Derks, & Bakker, 2016). The result that there is counterproductive work behaviour among Mityana schools is an occurrence in many other organisations.

Again as the results indicate, the counterproductive work behaviours is not widely rampant. This could be attributed to the understanding, and being aware of consequences of such behaviour among the employees examined. Teachers are professionally trained and are aware of the expected behaviour (Schwartz, 2012). They for instance may not be compared with other

employees say manual labourers or others who may not have had an opportunity to acquire professional training. The literature available indicates that professional courses instil desired behaviour right during the learning days (Chien & Ann, 2014). As such before going to the field, the trainees are aware of the professional ethics that they are expected to observe always. Therefore, the teachers, being aware of what is expected of them, would restrain themselves from undesirable behaviour especially the more severe ones, and if they are engaged in the behaviour, they would try as much as possible to hide it from being detected. Thus, the results indicating that the registered counterproductive behaviour is not the most severe one could be in respect to the professional ethics that the teachers try not to break.

Further it can be said that by the nature of their profession, the teachers are on spotlight and therefore they are very careful not to engage in a behaviour that would expose them (Waggoner, 2010). Even if they do, they would try to cover it. The results that mainly indicated that the respondents would actually not clearly tell whether the teachers are involved in counterproductive behaviour suggest that teachers try to cover up. Notably, teachers are expected to be role models and also form the foundation of the future of the country by raising responsible citizens. This requirement places a strong demand for teachers to behave in an appropriate manner. As such, they try to protect their image by not been seen as advancing counterproductive work behaviour.

The above state of affairs can be supported by available literature. For instance, the employment Act of 2011 indicate that the employees would face disciplinary action that would lead to termination for engaging in given behaviour such as theft and insubordination(Uganda Employment Act, 2011). This could be a deterrent to the extremely negative counterproductive

work behaviour that would go to the extent of severe. Other legal documents include the code of conduct and ethics for Uganda public service of 2005.

In regard to the manifestation, the main serious counterproductive behaviour includes having sexual relationship with students. This was said to be hidden and calculated and more pronounced to candidate students who are about to leave the institutions since they are in the final year. Others include insubordination, and also stealing of institution resources like laboratory items. This category of counterproductive behaviour has been regarded as severe and either are against individuals or the organisation. This has been addressed by scholars who have identified the nature of counterproductive work behaviour among employees. Ajang (2010) for instance noted that, counterproductive work behaviour is done and results to harming the organisation or the people working or other stakeholders. Instone (2011) also observed that some of the counterproductive work behaviour are so severe that they cause a huge amount of damage to either the organisation or individuals. Report by COSH (2013) emphasised that there could be serious repercussions of the severe counterproductive work behaviour including destruction of the organisation and even deaths of people.

It also emerged that the teachers are fond of engaging in mild counterproductive behaviour that include lateness for work, using work time in discussing stories in class, Backbiting others, and also spreading rumours among others. The possible reason why they said behaviour was categorised to be mild is that in the said institutions the effect are not that harmful or are just minor occurrences that do not affect the institution or the morale of employees. Thomas (2012) indicated that there is behaviour whose impact is less severe such as late coming for work or

backbiting. He however noted that whether the impact is mild, all effort should be made to manage the counterproductive work behaviour.

In terms of implication, it can be said that the institutions in Mityana needs to be very observant of the behaviour exhibited by the teachers. More mechanisms especially to capture the difficult-to-detect cases like of sexual relationship between teachers and students needs to be devised. This would tract and document occurrence of counterproductive behaviours that would aid in developing intervention measures.

In conclusion, it can be said Uganda, specifically government aided secondary schools in Mityana in particular, is also experiencing a challenge of counterproductive work behaviour. This places the district along the many other work places in the world that are still being confronted with the said challenge.

#### **4.3.3 To assess the relationship between felt obligation and managed counterproductive work behaviour.**

In this objective, the aim was to assess the relationship between felt obligation and managed counterproductive behaviour. Table 4.6 shows the correlations which shows the direction and the strength of the relationship between the variables. Table 4.7 on the other hand shows the regression results which shows the contribution of felt obligation in explaining the variation in managed counterproductive work behaviour

### 4.3.3.1 Correlations of the relationship between Felt Obligation and Managed counterproductive work behaviour

A bivariate Pearson correlation analysis was conducted to assess the direction and strength of the relationship between a pair of two variables, the independent variable being Felt Obligation and the dependent variable, Managed counterproductive behaviour in accordance to the objective three of the study. This therefore tested whether the hypothesis that *felt obligation is positively related to managed counterproductive work behaviour* would be accepted or rejected.

**Table 4. 6: Correlations**

Correlations					
	1	2	3	4	5
1ObligationForLoyalty	1				
2ObligationForDuty		1			
3ObligationForTrust			1		
4FeltObligation				1	
5ManagedCounterproductiveWorkBehaviour	<b>.301**</b>	<b>.273**</b>	<b>.215*</b>	<b>.324**</b>	1

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

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

**Source: Primary Data 2017**

The results show that all the dimensions of felt obligation which includes obligation for loyalty, duty and trust were positively related to manage counterproductive work behaviour.

There was a positive relationship between obligation for loyalty and managed counterproductive work behaviour ( $r=0.301$ ) at 0.01 significance levels. This means that the more the teachers felt they are obliged to be loyal the less likely they would engage in counterproductive work behaviour.

Further it was revealed that felt obligation for duty was positively related to managed counterproductive behaviour work behaviour ( $r=0.273$ ) at 0.01 significant levels. Thus the more the teachers feel obliged to duty, the less likely they would be engaged in counterproductive work behaviour.

Finally the results show that there was a positive relationship between felt obligation for trust and managed counterproductive work behaviour ( $r=0.215$ ) at 0.05 significant levels. This means that the more the teachers feel they are obliged for trust, the less likely they would be involved in counterproductive work behaviour.

On overall, the results indicate that felt obligation was positively related to managed counterproductive work behaviour ( $r=0.324$ ) at 0.01 significant levels. Thus improvement in felt obligation is associated with managed counterproductive work behaviour. Therefore, the hypothesis which stated that, Felt obligation is positively related to Managed Counterproductive work behaviour was Accepted.

#### **4.3.3.2 Regression**

A hierarchical regression analysis was conducted to examine the contribution of the independent variable, in this case felt obligation in predicting the variability in the dependent variable, which is managed counterproductive work behaviour.



The results are as per table 6 below

**Table 4. 7: Regression analysis**

Variables	Dependent variable: Managed Counterproductive work behaviour		
	Model 1	Model 2	Model3
Constant	2.183	1.944	1.835
Obligation for loyalty	.232**	.165	.163
Obligation for duty	-	.133	.086
Obligation for trust	-	-	.082
<i>R</i>	0.301	0.319	.334
<i>R</i> <sup>2</sup>	0.090	0.102	0.111
<i>Adj R</i> <sup>2</sup>	0.082	0.085	0.087
<i>R</i> <sup>2</sup> change	-	0.011	0.010
<i>Sig(P)</i>	0.01	0.232	0.282

a. Predictors: (Constant), Obligation for Loyalty

b. Predictors: (Constant), Obligation for Loyalty, Obligation for Duty

c. Predictors: (Constant), Obligation for Loyalty, Obligation for Duty, Obligation for Trust

**Source: Primary Data 2017**

A hierarchical regression analysis was conducted to examine the contribution of the dimensions of felt obligation in explaining variability in the dependent variable, the managed counterproductive behaviour. In doing this the Rsquare change was observed.

Model 1 indicates that Obligation for loyalty was found to explain 9% (R Square= 0.90, p<0.05 ) variability in the dependent variable. The variable was also found to be statistically significant predictor.

In model 2, Obligation for duty added just 1.1 % (Rsquare change= 0.011,  $P > 0.05$ ) and was not found to be statistically significant predictor.

Model 3 indicate that Obligation for Trust explained a variation of 1% (Rsquare 0.01,  $P > 0.05$ ) and was not found to be statistically significant predictor.

Given the results showing a positive relationship between felt obligation and managed counterproductive behaviour, the hypothesis that read, “felt obligation is positively related to managed counterproductive work behaviour”, is supported. Thus, the result showed that felt obligation can be a means of managing counterproductive work behaviour. This is so since the felt obligation was positively related to manage counterproductive work behaviour. This means that when the employees feel that they are obliged to help their institutions, they are less likely to be engaged in a behaviour that harm the organisation or the people of the organisation.

The explanation to this is that felt obligation comes out of love for the organisation. In essence one would think and make an effort of helping the organisation rather than harming it. Therefore, one would desist from such a behaviour that is harmful.

The above results support the previous scholarly works that found the said variable as a good predictor of managed counterproductive work behaviour. For instance, Kurtessis et al. (2015), observed that where employees feel obliged they are likely to pursue positive goals for the organisation and exhibit the desirable behaviours and at the same time avoid behaviour that may inhibit organisational progress.

Exchange theories also indicate that felt obligation has a motivational effect cause employees to react positively aiming to reward the organisation for its positive contribution (Coyle-Shapiro et

al., 2008) and not harm the organisation. Kolade et al. (2014) provided an elaborate justification that where an organisation fulfils its part of the expectations by the employees, the employees will feel obliged to help the organisation, and when that is the case, the employees will demonstrate desirable behaviours. Thus the fact that felt obligation is a state that convicts the employees' mind to their responsibility, such employees would desists from acts that would harm the organisation or its people which helps the organisation manage counterproductive work behaviour.

Again it has been said that where an organisation adopts good employment practice, the employees feel obligated to help their organisation and this provides desirable behaviour rather than resulting into behaviour that can harm the organisation (Wikhamn & Hall, 2012). On the contrary, it has also been observed from previous studies, like one conducted by Ng and Feldman(2015) that where the organisation practices harm the employees, the employees would in retaliation result to harmful behaviours such as counterproductive work behaviour. Thus the results in this study serve to expound what has been observed in other studies conducted elsewhere.

In conclusion, the results in this study can be said to have added into the scholarly works that have found that felt obligation is a state that can explain employee's demonstration of desirable behaviours and avoidance of behaviours that can harm the organisation and its people. Thus, the psychological contract theory that formed the basis of this study, that had posited, where an organisation fulfils the expectations of the employees, the benefiting employees feel obligated to help the organisations and therefore being less likely to be involved in counterproductive behaviour (Rousseu, 2000) has been found applicable in the Ugandan context.

## CHAPTER FIVE

### SUMMARY, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

#### 5.0 Introduction

This chapter provides a summary of findings and conclusion. It also has recommendations of the results, and also provides conclusions. The chapter also has limitations and the future research opportunities.

#### 5.1 Summary of findings

**The study was guided by three main objectives; namely** To examine the degree of felt obligation among secondary school teachers in Mityana District, To analyse the manifestation of counterproductive work behaviour among secondary school teachers in Mityana District, and to assess the relationship between felt obligation and managed counterproductive work behaviour.

The results indicated that:

The teachers did not show a sense of felt obligation. The average rating was below 3 in likert scale which was disagreeing. Thus it can be said that teachers in Mityana district lack a sense of felt obligation.

Further, the respondents felt that there is existence of counterproductive work behaviours including absenteeism, Taking longer breaks than expected. Spending teaching time on unrelated topics, back-biting others, Failure to attend duties, and having sexual relationship with students.

Finally, the results showed that felt obligation is positively related to managed counterproductive work behaviour.

## **5.2 Conclusion**

This study set out to examine the degree of felt obligation, the manifestation of counterproductive behaviour, and the relationship between felt obligations and managed counterproductive behaviour among teachers in Mityana District.

The results showed that there are low levels of felt obligation among teachers. This being one of the key antecedents of desirable behaviours, it can be concluded that the institutions need to come up with mechanisms that can enhance the state of felt obligation if desirable behaviours are to be boosted

Further result indicates that the institutions are experiencing common counterproductive work behaviours experienced in work place. However the counterproductive work behaviour is not widespread to the level of destroying the institutions or people. It can therefore be concluded that effort need to be done to detect and address the different forms of counterproductive behaviours within Mityana government aided secondary schools before they can cause fundamental damage.

Finally, the results found that felt obligation would be one of the means of managing counterproductive work behaviour thus supporting previous theories that have indicated so. This means that as identified in other contexts, felt obligation can be considered as an antecedent of managing counterproductive work behaviour in the Ugandan context.

The study has therefore served as an assessment of managing counterproductive work behaviour among teachers in the Ugandan context.

### **5.3 Recommendations**

Given the finding as per objective, the following recommendations can be advanced:

- Given the results, it is recommended that, the learning institutions should review the degree to which they fulfil the expectations of the teachers. This is so since fulfilment of the same is likely to place an obligation on employees who would then desist from being engaged in counterproductive work behaviours.
- The secondary schools in Mityana should be observant to track the counterproductive behaviours that may exist but not openly indicated. This could eventually affect the institutions if they become wide spread.
- The institutions need to record the most recurring counterproductive behaviours. This can help them understand why they are occurring and devise the means of addressing them.
- The government aided secondary schools should ensure that they meet their expectation to the teachers in such terms of commensurate rewards, treating the employees in dignity and providing them with development opportunities. This is likely to instil a sense of felt obligation among the teachers which is instrumental in boosting desirable behaviour and desisting from the harmful counterproductive work behaviours.

#### **5.4 Summary of the identified gaps**

It was noted that the ministry of Education appears to take a long time before reviewing the terms of teacher's employment and make them more desirable. This affects the employee's sense of obligation and therefore enhances the likelihood of engaging in counterproductive work

The head teachers are at times failing to detect some hidden forms of counterproductive work behaviours among the teachers. This requires new mechanism that can detect such behaviours in order to address them before they turn harmful.

As the focus people on behalf of the government, the head teachers should always communicate with the teachers and receive their recommendations as to how they can be more obligated to their work, and then forward the recommendation to the government for action.

#### **5.5 Limitations**

There are a number of limitations that can be attributed to this work including;

The study employed a cross sectional research approach. As such the report involves data that was just collected once without a repeat. This is a weakness since the report cannot be said to be comprehensive enough as would have been had a longitudinal approach which can capture the possible changes of opinion by the respondents over time.

The instrument used especially for quantitative data was mainly adopted from the western world where studies on the variables in question have been widely explored. Although some adjustment was done to the tools, it can be said that the tool lacks originality as to perfectly suit in the Ugandan context.

The study only focused on teachers, the category whose behaviour was being examined, and did not involve other key stakeholders who includes students, parents and Ministry of education officials. As such the study cannot be said to be comprehensive enough without the input of the said stakeholders.

Finally, the study only focused on government schools while as there are a big number of private schools in the area.

### **5.6 Future research opportunities**

There is an opportunity to conduct a similar study employing a longitudinal research design. This is likely to give more comprehensive results.

There is an opportunity to conduct a similar study and include the input of other stakeholders like the students, parents and Ministry of education officials who observe, and are affected by the behaviour of teachers. This would provide more comprehensive results on the area of investigation.

There is also an opportunity to conduct a similar study pitting private schools. This can be good for comparison purpose.

Future researchers have an opportunity to conduct a study examining other variables that can be used to address the problem of counterproductive work behaviour.



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**APPENDICES**

**APPENDIX A: QUESTIONNAIRE**

Dear Participant,

I am a student of Uganda Martyrs University and currently carrying out research on the topic “**THE CONTRIBUTION OF FELT OBLIGATION TOWARDS MANAGING COUNTERPRODUCTIVE WORK BEHAVIOUR AMONG TEACHERS IN GOVERNMENT SECONDARY SCHOOLS IN MITYANA DISTRICT**”

You have been identified as a key and valuable respondent in carrying out this research. It is purely an academic research. Your responses will be treated with utmost confidentiality and will purely be used for the purpose of this study. It is a humble request that to you therefore, to spare part of your valuable time and answer the following questions.

Your cooperation is highly appreciated

**Please Tick where applicable**

**Section A: Demographic data for teachers**

**1. Gender**  i) Male  ii) Female

**2. Marital status:** Single  Married  Widow Widower

**3. Age**

<b>20-29</b>	<b>30-39</b>	<b>40-49</b>	<b>50-59</b>	<b>60 and above</b>



### 3 Education Background

<b>Certificate</b>	<b>Ordinary diploma</b>	<b>Bachelors degree</b>	<b>Postgraduate diploma</b>	<b>Masters degree</b>

### 4 Years of service

<b>Less than 1 year</b>	<b>1-2 years</b>	<b>3-4 years</b>	<b>4-6 years</b>	<b>8-10 years</b>	<b>Above 10 years</b>

### Section B: Counterproductive work Behaviour

Please respond on the degree to which you agree with the following statements such that

1=Highly Disagree,2=Disagree,3=Neither Agree norDisagree,4=Agree,5=Highly Agree

<b>CP O: Counterproductive work behaviour aimed at the Organisation</b>						
CO1	I don't remember having witnessed teachers who purposely waste materials and supplies such as markers/chalk	1	2	3	4	5
CO2	I don't remember having witnessed teachers who do not care about the available equipment such as tables and chairs	1	2	3	4	5
CO3	I don't remember having witnessed teachers who come to work late without	1	2	3	4	5

	permission					
CO4	I don't remember having witnessed teachers who stay home from work and say they were sick when they aren't	1	2	3	4	5
CO5	I don't remember having witnessed teachers who take a longer break than they are allowed to take	1	2	3	4	5
CO6	I don't remember having witnessed teachers who leave classes earlier before the time ends	1	2	3	4	5
CO7	I don't remember having witnessed teachers who work slowly and therefore require remedial classes to ensure that the syllabus is covered	1	2	3	4	5
CO8	I don't remember having witnessed teachers who steal something belonging to the school	1	2	3	4	5
CO9	I don't remember having witnessed teachers who take supplies or tools home without permission	1	2	3	4	5
CO10	I don't remember having witnessed teachers who spend a lot of time discussing irrelevant issues such as giving stories than teaching when in class	1	2	3	4	5
<b>CPWP: Counterproductive work behaviour aimed at the People</b>						
CP1	I don't remember having witnessed teachers who spread rumours against their colleagues	1	2	3	4	5
CP2	I don't remember having witnessed teachers who steal something belonging to a colleague	1	2	3	4	5
CP3	I don't remember having witnessed teachers who are rude to the students.	1	2	3	4	5

CP4	I don't remember having witnessed teachers who insult their colleagues	1	2	3	4	5
CP5	I don't remember having witnessed teachers who make fun of someone's personal life	1	2	3	4	5
CP6	I don't remember having witnessed teachers who ignore someone at work	1	2	3	4	5
CP7	I don't remember having witnessed teachers who unfairly blame others	1	2	3	4	5
CP8	I don't remember having witnessed teachers who started unfair argument with a colleague at work	1	2	3	4	5
CP9	I don't remember having witnessed teachers who verbally abused a colleague at work	1	2	3	4	5
CP10	I don't remember having witnessed teachers who made an obscene gesture to a colleague at work.	1	2	3	4	5
CP11	I don't remember having witnessed teachers who have threatened someone at work	1	2	3	4	5
CP12	I don't remember having witnessed teachers who say something obscene to someone at work to make them feel bad	1	2	3	4	5
CP13	I don't remember having witnessed teachers who did something to make someone at work look bad	1	2	3	4	5
CP14	I don't remember having witnessed teachers who embarrass a colleague at work	1	2	3	4	5
CP15	I don't remember having witnessed teachers who refuse to help a colleague at work	1	2	3	4	5

### Section C: FELT OBLIGATION QUESTIONNAIRE

Please respond on the degree to which you agree with the following statements such that

1=Highly Disagree,2=Disagree,3=Neither Agree norDisagree,4=Agree,5=Highly Agree

#### Felt Obligation

<b>Obligation for loyalty</b>						
OL1	Most of my fellow teachers feel the need to continue serving this school for as long as they are in employment	1	2	3	4	5
OL2	Most of my fellow teachers feel the urge to remain in this school even if they were to get another organisation willing to increase their pay.	1	2	3	4	5
OL4	Most of my fellow teachers feel the urge to uphold our school's reputation in public	1	2	3	4	5
OL5.	Most of my fellow teachers feel the urge to encourage students to join this school	1	2	3	4	5
<b>Obligation for duty</b>						
OD1	Most of my fellow teachers feel they owe it to the school to give 100% their energy to the school's goals	1	2	3	4	5
OD2	Most of my fellow teachers feel that they have an obligation to the organisation to ensure that they produce high-quality work.	1	2	3	4	5
OD3	Most of my fellow teachers owe it to the school to do what they can to ensure that the public and the students are well-served and satisfied.	1	2	3	4	5
OD4	Most of my fellow teachers would feel an obligation to take time from their personal schedule to help the school if it needed my help.	1	2	3	4	5

OD5	Most of my fellow teachers feel a personal obligation to do whatever they can to help the school achieve its goals.	1	2	3	4	5
<b>Obligation for trust</b>						
OT1	Most of my fellow teachers feel personal obligation to always be truthful	1	2	3	4	5
OT2	Most of my fellow teachers feel a personal obligation to always negotiate with good faith	1	2	3	4	5
OT3	Most of my fellow teachers feel a personal obligation to always fulfil what we agreed on.	1	2	3	4	5
OT4	Most of my fellow teachers feel a personal obligation to always be sincere in actions	1	2	3	4	5
OT5	Most of my fellow teachers feel a personal obligation to always be true both in words and actions	1	2	3	4	5

## APPENDIX B: INTERVIEW GUIDE

1. May you please tell me about the common counterproductive work behaviour (behaviour that is aimed to harm your institution or members of the organisation) that are common in your institution.....
2. Would you share with me the most severe case that you had in your institution recently.....
3. How did it harm the institution...?
4. What other mild counterproductive work behaviour do you witness.....?
5. What are some of the effort that your institution has taken to reduce cases of counterproductive behaviour?
6. Which other means can be used to minimise cases of counterproductive behaviour.....?

### APPENDIX C: THE TABLE OF SAMPLE AS PER SCHOOL

The following table shows the sample size per school. This was arrived at using the following formula.

Total number of teachers in a school X Sample size(as per Krejcie and Morgan Table)

Total number of teachers in all schools

School	Population	Sample
ST. KIZITO BBANDA S.S	17	10
BUJUBI S.S	19	12
KIWAWU S.S	25	15
ST. JOSEPH S.S.S KAKINDU	20	12
NAKWAYA S.S	20	12
NAAMA S.S	20	12
KALANGAALO S.S	24	15
NAMUTAMBA S.S	18	11
MITYANA S.S	36	22
SEKANYONYI S.S	21	13
KIGGWA S.S	20	12
<b>TOTAL</b>	<b>240</b>	<b>146</b>

**APPENDIX D: KREJCIE AND MORGAN TABLE (1970)**

*Table for Determining Sample Size from a Given Population*

<i>N</i>		<i>S</i>		<i>N</i>		<i>S</i>		<i>N</i>	<i>S</i>
10		10		220		140		1200	291
15		14		230		144		1300	297
20		19		240		148		1400	302
25		24		250		152		1500	306
30		28		260		155		1600	310
35		32		270		159		1700	313
40		36		280		162		1800	317
45		40		290		165		1900	320
50		44		300		169		2000	322
55		48		320		175		2200	327
60		52		340		181		2400	331
65		56		360		186		2600	335
70		59		380		191		2800	338
75		63		400		196		3000	341
80		66		420		201		3500	346
85		70		440		205		4000	351
90		73		460		210		4500	354
95		76		480		214		5000	357
100		80		500		217		6000	361



110		86		550		226		7000	364
120		92		600		234		8000	367
130		97		650		242		9000	368
140		103		700		248		10000	370
150		108		750		254		15000	375
160		113		800		260		20000	377
170		118		850		265		30000	379
180		123		900		269		40000	380
190		127		950		274		50000	381
200		132		1000		278		75000	382