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TOTAL QUALITY MANAGEMENT PRACTICES AS PREDICTORS OF TEACHERS' ORGANIZATIONAL BEHAVIOUR IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract
The study investigated total quality management practices as predictors of teachers' organizational behaviour in public secondary schools in Anambra State. Three research questions guided the study and three null hypotheses were tested at 0.05 level of significance. Correlational research design was adopted for this study. The population of the study comprised 5,549 respondents made up of 263 principals and 5,286 teachers in the 263 public secondary schools in Anambra State. The sample for this study consisted of 660 respondents made up of 132 principals and 528 teachers drawn using proportionate stratified random sampling technique. Two sets of instruments namely: ''Total Quality Management Practices Questionnaire (TQMPQ) and ''Teachers' Organizational Behaviour Scale (TOBS)'' were used for data collection. The instruments were subjected to face validation by three experts made up of two experts in Educational Management and an expert in Measurement and Evaluation, all from Department of Educational Foundations, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. The construct validation of the instruments was determined using factor analysis. The internal consistencies of the instruments were determined using Cronbach Alpha method which yielded overall reliability indices of 0.80 for TQMPQ and 0.77 for TOBS respectively. The instruments were administered by the researcher with the help of five research assistants who are secondary school teachers in Anambra State. A total of 660 copies were distributed, 132 copies to principals and 528 copies to teachers, out of which 648 copies, made up of 132 from principals and 516 from teachers were properly filled and successfully retrieved indicating 98% return rate. Simple regression was used to answer the research questions and test hypotheses 1-6, while multiple regression to test hypothesis 7. The findings of the study revealed among others that incentive and teamwork practices are also significant predictors of teachers' organizational behaviour in public secondary schools in Anambra State. It was also found out that training practice is a significant predictor of teachers' organizational behaviour in secondary schools in Anambra State. Based on the findings, it was recommended among others that Parents Teachers Association should donate funds to principals to enable them provide incentive practices to teachers for improving their organizational behaviour.

Keywords: Total Quality, Management, Teachers, Organizational Behaviour, Incentive, Training, Teamwork

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Introduction

Secondary school is a dynamic social system driven by organizational behaviour of teachers. Organizational behaviour is concerned with how an individual or groups of people act in the workplace. Ugoani (2020) defined organizational behaviour as the unique attitude and conduct manifested by personnel within an organization which is central to performance and corporate effectiveness. It is the attitude of people working in an organization. Edgar (2020) described teachers' organizational behaviour as the character and work habits exhibited by teaching staff of educational institution. It is the manner in which teachers act or behave towards colleagues and learners in the work environment. Kashani (2020) defined organizational behaviour as the operations, actions, functions and attitudes of individuals who make up the organization. Teachers' organizational behaviour is the attitudes and conducts of teachers in carrying out their work.

Teachers' organizational behaviour is displayed by their loyalty to school, dedication and commitment to their work. Buitizon (2021) noted that teacher's organizational behaviour is exhibited through showing care toward the problem of the school, feeling emotionally attached to the school, exhibit strong sense of belonging to the school and happy to spend the rest of teaching career in the school. Teachers' organizational behaviour is displayed by their loyalty to school, dedication and commitment to their work. Ebiem and Ikediugwu (2023) noted that some teachers display poor attitude to work, absenteeism, lack of dedication to teaching and carrying out assigned tasks in public secondary schools in Anambra State. In the same vein, Ikedimma and Okorji (2023) observed cases of absenteeism, low turnover in workplace, lateness to class, inefficiency and other forms of misconduct among secondary school teachers in Anambra State. Principals as managers of secondary schools are confronting with challenges to controlling the organizational behaviour of teachers. One of the managerial mechanisms to control the organizational behaviour of teachers is Total Quality Management (TQM).

Total quality management is a system approach to administration which requires complete commitment to quality in all spheres of the organization. Kakingo and Lekule (2021) defined TQM as a process of ensuring that departments, resources and activities in schools are effectively organized, utilized and executed to achieve outstanding students' academic achievement. TQM is the act of making constant effort to build positive workplace climate for continuous improvement of activities for attaining set objectives. According to Onyali, Nnebedum and Ejesi (2020:112), ''TQM is an administrative strategy that is geared towards continuous improvement of staff skills, knowledge and performance at a minimal cost''. Thus, the school administrators that strive for high standard of school operations require total quality management practices.

TQM practices are managerial approaches in which all members of staff are involved in school activities of satisfying the needs of the learners. TQM practices are holistic measures employed by management of an organization for controlling, maintaining and promoting continuous improvement of daily activities to attain set goals. Rahman, Nor and Wahab (2020) defined TQM practices as control mechanisms applied by school management to improve teacher quality, school effectiveness and students' holistic development. TQM practices are administrative framework for continuous improvement of all areas of operations of an organization to achieve set objectives. TQM practices are systematic approaches to planning and application of set strategies for organizational improvement in all aspects of the daily activities. Ekemam, and Njoku (2020) posited that TQM practice are administrative strategies of ensuring that all the activities and processes in the organization are carried out

according to standard specification in meeting the demands and expectations of stakeholders in an organization''.

There are many dimensions of TQM practices for continuous improvement of activities of an organization. Ehinola and Akinfolarin (2018) outlined TQM practices to include: effective leadership, constant training of personnel, building teamwork, uninterrupted communication, participatory decision-making process, monitoring, effective resources management, quality control, customers satisfaction among others. Similarly, Rahman, Nor and Wahab (2020) highlighted TQM practices as follow: students' focus, administrative leadership, teaches' involvement in decision making, continuous improvement, incentive, and training. The TQM practices adopted in this study are incentive, teamwork and training because they are essential for motivating and developing skills of teachers for continuous improvement of the school.

Incentive is any tangible or intangible benefits receive by workforce to elicit specific behavioural reaction. According to Onyali and Akinfolarin (2017:25), ''Incentive is the use of any strategy or factor to incite greater effort towards the attainment of pre-determined goals and objectives of the school''. Incentive is the appreciation of efforts made by members of staff in attaining excellent work outcomes. According to Bagobiri and Gadi (2021:90), ''Incentive is an external persuasive force that supports the motive that positively guides the person to work harder for attainment of set goals''. Incentive practice is any technique which induces highly motivated staff that put substantial efforts to attain predetermined goals. Amadi and Williams (2022) noted that incentive practices include bonuses, overtime payment, allowances for extra hours, extra-large classes, weekend classes, extra output and pay plan that rewards the accomplishment of specific results. The authors added that it includes honorarium, cash, gifts, recognition, appreciation and work place perks such as free lunch, festival, sporting event, holiday and conferences, extra vacation, coupons and gift cards. Incentive practices induce teachers to work together as a team towards improvement of the school.

Teamwork is the collaboration and cooperation of individuals in executing tasks for achieving desired results. Nnaemego and Ikediugwu (2020) defined teamwork as the collective efforts of individuals towards the actualization of a common vision or goal. Teamwork is a condition where two or more staff who are interdependent in a given task, communicate, cooperate and interact effectively to accomplish the task. Working as a team inspires teachers to put their best efforts in discharging their duties. Nweke and Gbarage (2022) pointed out that teamwork allows members to complement each other by leveraging flaws that exist in each skill, knowledge and work attitude for accomplishment of common goals. Teachers who work as a team display high levels of cooperation, show mutual support and give each other constructive feedback for continual improvement of instructional activities. The teachers who work as a team can improve on their performance by updating their skills through training.

Training is professional development programme that is designed to develop and upgrade the skills and knowledge of teachers. According to Ewim, Unachukwu and Ugwu (2020:38), ''Training is any organized programme or activity that is geared toward improving the existing knowledge, skills, attitudes and experiences of staff so as to increase their job performance''. The authors added that it gives teachers opportunity to gain new ideas for adapting to changes in the society. Adigun and Dairo (2021) posited that training is so vital that teachers need to keep up to date on current concepts, thinking and research in their field and also promote professional growth among themselves in order to promote excellence

among themselves, their environment and their students''. Training practices are methods of helping teachers to acquire new skills and up-date their current knowledge in their various specialized areas for effective teaching and learning in the school. Training practices such as workshop, seminars, conferences, orientation and refresher courses enable teachers to update their skills and broaden their knowledge to improve teaching and learning in the school.

Teachers in public secondary schools in Anambra State seem to be rarely exposed to regular training programmes. To buttress this, Anachuna, Obi and Unachukwu (2021) observed that some principals seem not to be applying these training and professional development practices adequately in secondary schools in Anambra State. The irregular training of teachers probably indicates that TQM practices are inadequately applied in secondary schools in Anambra State. This is supported by Onyali, Nnebedum and Ejesi (2020) who asserted that there seems to be lapses in principals' application of total quality management practices in secondary schools in Anambra State. Some teachers appear to be denied of the necessary incentives by delaying their promotion and performance bonuses for undertaking extra duties.

Some principals seem to be bias in administrative practices which create distrust and unhealthy interpersonal relationships among others that hinder teamwork and good organizational behaviour. Ikediugwu and Ebiem (2023) noted that the management of secondary schools in Anambra State is characterized by various forms of unjust practices which give the impression that teachers are not treated fairly by the principals. The authors added that most times, delegation of tasks and authority are not based on the teachers' abilities and specialization but on loyalty to principals in public secondary schools in Anambra State. Thompson and Unachukwu (2022) observed that the complexity of work life, excessive workload and differences in treatment of teachers seem to create anxiety and tension in secondary schools in Anambra State. Some teachers work more hours and teach more than two subjects but receive same compensation as their colleagues who put less hours and teach one subject in secondary schools in Anambra State. Emenike and Nwogbo (2021) asserted that teachers often complain that they are not part of the decision making process in their school and that resources are not distributed evenly to every teacher. The authors added that there exists discrimination, lack of professional autonomy, ineffective staff meeting, communication gap, lack of involvement in decision making, segregation and favouritism. It is against this background that, the study seeks to find out if total quality management practices are predictors of teachers' organizational behaviour in Anambra State public secondary schools.

Statement of the Problem

The breakdown in communication adversely affects teamwork in secondary schools in the state. Cash bonuses, payment for overtime works, recognition and praises appear to be irregularly given to teachers whose performance meet or exceed expected standard in public secondary schools in Anambra State. Several total quality management practices seem to be rarely applied in secondary schools in Anambra State as may be evident in the irregular training programmes for teachers, poor incentive and absence of teamwork. Some teachers appear to be experiencing delay in promotion and getting incentives for outstanding performance.

The cases of poor total quality management practices and teachers who perceive unfairness in the workplace, tend to reciprocate by absenteeism, uncooperative attitude, persistent lateness, laziness in the workplace, unauthorized movement of teachers from their

duty post, poor commitment to teaching secondary school students in Anambra State. It is the highlighted problems that prompt the investigation into total quality management practices as predictors of teachers' organizational behaviour in public secondary schools in Anambra State.

Purpose of the Study

The main purpose of the study is to investigate total quality management practices as predictors of teachers' organizational behaviour in public secondary schools in Anambra State. Specifically, the study sought to:

1. Ascertain the extent to which incentive practice predicts teachers' organizational behaviour in public secondary schools in Anambra State.
2. Examine the extent to which teamwork practice predicts teachers' organizational behaviour in public secondary schools in Anambra State.
3. Investigate the extent to which training practice predicts teachers' organizational behaviour in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. To what extent does incentive practice predicts teachers' organizational behaviour in public secondary schools in Anambra State?
2. To what extent does teamwork practice predicts teachers' organizational behaviour in public secondary schools in Anambra State?
3. To what extent does training practice predicts teachers' organizational behaviour in public secondary schools in Anambra State?

Hypotheses

The following hypotheses were tested at .05 level of significance:

1. Incentive practice is not a significant predictor of teachers' organizational behaviour in public secondary schools in Anambra State.
2. Teamwork practice is not a significant predictor of teachers' organizational behaviour in public secondary schools in Anambra State.
3. Training practice is not a significant predictor of teachers' organizational behaviour in public secondary schools in Anambra State.

Methods

Correlational research design was adopted for this study. Lillykutty and Samson (2018) defined correlational research design as the type that seeks to measure the relationship that exists between two or more pertinent variables using one group of subject or participants. Continuing, the authors stated that correlational research design shows whether an increase or decrease in one variable corresponds to an increase or decrease in other variable. Correlational design is appropriate for this study because the researcher collected data from the given sample of principals and teachers to investigate total quality management practices as predictors of teachers' organizational behaviour in public secondary schools in Anambra State. The study was conducted in Anambra State which is located in South-East geopolitical zone of Nigeria. The justification for the choice of Anambra State as the area of the study is that some teachers exhibit undesirable organizational behaviour probably due to the poor management of secondary schools. The population of the study comprised 5,549 respondents made up of 263 principals and 5,286 teachers in the 263 public secondary schools in

Anambra State. The sample for this study consisted of 660 respondents made up of 132 principals and 528 teachers drawn using proportionate stratified random sampling technique.

Two sets of instruments titled ‘‘Total Quality Management Practices Questionnaire (TQMPQ) and ‘‘Teachers’ Organizational Behaviour Scale (TOBS)’’ were used for data collection. The first instrument which is titled TQMPQ which was structured by the researcher based on intensive literature review contains 30 items arranged in three Clusters namely: A, B and C. Cluster A which focused on incentive practice contains 10 items, Cluster B contained 10 items on teamwork practice and Cluster 3 which focused on training practice contains 10 items. TQMPQ structured on a four-point rating of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) weighted 4, 3, 2 and 1 respectively. The teachers responded to the instrument. The second instrument which is tagged TOBS was structured by the researcher based on intensive literature review to measure teachers’ organizational behaviour. The instrument is structured on a four-point rating of rating of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) weighted 4, 3, 2 and 1 respectively. The principals responded to the instrument because they provide information about organizational behaviour of teachers in their respective schools.

The face and construct validation of the instruments were determined by three experts, who are lecturers in the Department of Educational Foundations, two specialists in Educational Management and a specialist in Measurement and Evaluation all in the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam campus. The experts made several suggestions that include correction of grammatical errors and clarifying of vague items of the instruments. The suggestions of the experts were used to produce the final version of the instruments used for data collection. Principal Component Analysis (PCA) was run based on Eigenvalue to determine the construct validity of the instruments. The factor analysis of each item loading of the independent variables was greater than the standard minimum value of 0.5 which implies that the construct validity was met. The KMO value of 0.926 was also greater than the threshold value of 0.5 which implies that the sample was sufficient. The Bartlett’s Test of Sphericity (Chi square = 2231.51 and p=0.000) supports successful factorisation of variables.

Cronbach Alpha method which involved single administration of 30 copies of the instruments to 10 principals and 20 teachers in public secondary schools in Enugu State was used to estimate the reliability index of the instruments. The choice of Enugu State for the reliability test is because public secondary schools in the state share similar characteristics with the ones in Anambra State. The data obtained were subjected to test for internal consistency using Cronbach Alpha. It was considered appropriate in order to determine the level of homogeneity of the items in the clusters. This yielded co-efficient values of 0.80, 0.78 and 0.82 for the three clusters of TQMPQ with the overall reliability index being 0.80, while coefficient value of 0.77 was obtained for TOBS.

Direct method of data administration was utilized by the researcher together with five research assistants who are secondary school teachers in Anambra State. A total of 660 copies were distributed, 132 copies to principals and 528 copies to teachers, out of which 648 copies, made up of 132 from principals and 516 from teachers were properly filled and successfully retrieved indicating 98% return rate. The copies of questionnaires duly completed and successfully retrieved were used for data analysis. Simple regression was used to answer the research questions and test the hypotheses. For decision on the research

questions, the coefficient r and the size of the relationship will be interpreted using the correlation coefficient by Alsagr (2021), as follows

Coefficient	Relationship
.00- .19	Weak correlation
.20- .39	Fair correlation
.40- .69	Moderate correlation
.70- .89	Strong correlation
.90- .1.00	Very strong correlation

In taking decisions on the null hypotheses, if p-value is equal to or less (≤) than significant value of .05, the null hypothesis was rejected, but if p-value is greater than (>), the significant value of .05 the null hypothesis was accepted.

Results

Research Question 1: To what extent does incentive practice predict teachers' organizational behaviour in public secondary schools in Anambra State?

Table 1: The Summary of Simple Regression Analysis on Incentive Practice as Predictor of Teachers' Organizational Behaviour

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remarks
1	.867	.752	.750	.35943	Strong

Result in table 2 revealed that the correlation coefficient of simple regression analysis on incentive practice as a predictor of teachers' organizational behaviour is .867 with a coefficient of determination of .752. This shows that incentive practice can explain for 75.2% change in teachers' organizational behaviour. The regression Coefficient r of .867 indicated that incentive practice is a strong predictor of teachers' organizational behaviour in secondary schools in Anambra State.

Research Question 2: To what extent does teamwork practice predict teachers' organizational behaviour in public secondary schools in Anambra State?

Table 2: The Summary of Simple Regression Analysis on Teamwork Practice as Predictor of Teachers' Organizational Behaviour

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remarks
1	.783	.613	.610	.44899	Strong

As shown in table 2, the correlation coefficient of simple regression analysis on teamwork practice as a predictor of teachers' organizational behaviour is .783 with a coefficient of determination of .613. This shows that 61.3% change in teachers' organizational behaviour can be attributed to teamwork practice. The regression Coefficient r of .783 indicated that teamwork practice is a strong predictor of teachers' organizational behaviour in secondary schools in Anambra State.

Research Question 3: To what extent does training practice predict teachers' organizational behaviour in public secondary schools in Anambra State?

Table 3: The Summary of Simple Regression Analysis on Training Practice as Predictor of Teachers' Organizational Behaviour

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remarks
1	.658	.433	.429	.54319	Moderate

Result in table 3 revealed that the correlation coefficient of simple regression analysis on training practice as a predictor of teachers' organizational behaviour is .658 with a coefficient of determination of .433. This shows that training practice can explain for 43.3% variation in teachers' organizational behaviour. The regression Coefficient r of .658 indicated that training practice is a moderate predictor of teachers' organizational behaviour in secondary schools in Anambra State.

Hypothesis One: Incentive practice is not a significant predictor of teachers' organizational behaviour in public secondary schools in Anambra State.

Table 4: The Summary of Simple Regression Analysis on Incentive Practice as a Significant Predictor of Teachers' Organizational Behaviour

Predictor	R	R^2	*F*	*P-value*	Remark
Incentive Practice	.867	.752	393.730	.000	*S

*Significant

Table 4 indicated that the simple regression coefficient (R) is .867, while the R^2 is .752 showing that incentive practice can account for 75.2% change in teachers' organizational behaviour. The *F* (1/132) =393.730 and the *p*-value of .000 is less than .05. Therefore, since the *p*-value is less than the stipulated .05 level of significance, the null hypothesis was rejected. Therefore, incentive practice is a significant predictor of teachers' organizational behaviour in public secondary schools in Anambra State.

Hypothesis Two: Teamwork practice is not a significant predictor of teachers' organizational behaviour in public secondary schools in Anambra State.

Table 5: The Summary of Simple Regression Analysis on Teamwork Practice as a Significant Predictor of Teachers' Organizational Behaviour

Predictor	R	R^2	*F*	*P-value*	Remark
Incentive Practice	.783	.613	205.631	.000	*S

*Significant

As shown in Table 5, the simple regression coefficient (R) is .783, while the R^2 is .613 showing that teamwork practice makes 61.3% contribution to the variance in teachers' organizational behaviour. The *F* (1/132) =205.631 and the *p*-value of .000 is less than .05. Therefore, since the *p*-value is less than the stipulated .05 level of significance, the null hypothesis was rejected. Therefore, teamwork practice is a significant predictor of teachers' organizational behaviour in public secondary schools in Anambra State.

Hypothesis Three: Training practice is not a significant predictor of teachers' organizational behaviour in public secondary schools in Anambra State.

Table 6: The Summary of Simple Regression Analysis on Training Practice as a Significant Predictor of Teachers' Organizational Behaviour

Predictor	R	R^2	*F*	*P-value*	Remark
Incentive Practice	.658	.433	99.310	.000	*S

*Significant

As shown in table 6, the simple regression coefficient (R) is .658, while the R^2 is .433 showing that training practice makes 43.3% contribution to the variance in teachers' organizational behaviour. The *F* (1/132) =99.310 and the *p*-value of .000 is less than .05. Therefore, since the *p*-value is less than the stipulated .05 level of significance, the null hypothesis was rejected. Therefore, training practice is a significant predictor of teachers' organizational behaviour in public secondary schools in Anambra State.

Discussion of Findings

The result of the study revealed that incentive practice is a strong predictor of teachers' organizational behaviour in secondary schools in Anambra State. This affirmed the result of Falola, Ibidunni and Olokundun (2014) which showed that strong relationship exists between incentives packages and employees' behaviour towards work. The agreement with the finding could be connected to the fact that provision of incentive to members of staff encourages hard work which is displayed by strong positive organizational behaviour. The possible explanation for this finding is that incentive is a reward which is capable of arousing and sustaining desirable strong organizational behaviour of teachers in secondary schools. Incentive practice is a means of recognition which helps to motivate teachers to exhibit their very best organizational behaviour towards discharging their duties.

Further result indicated that incentive practice is a significant predictor of teachers' organizational behaviour in public secondary schools in Anambra State. This is in conformity with the finding of Falola, Ibidunni and Olokundun (2014) which showed that significant relationship exists between incentives packages and employees' behaviour towards work. Incentive practice boosts morale of teachers to go extra mile in performing their duties which significantly drive organizational behaviour that aligns with the set goals of the school system. Incentive practice which could be in either monetary or non-monetary reward offered to teachers as compensation for the productive activities can significantly induce positive organizational behaviour in public secondary schools.

The finding of the study revealed that teamwork is a strong predictor of teachers' organizational behaviour in secondary schools in Anambra State. This affirmed the finding of Muthuswamy (2023) which indicated that teamwork has strong positive relationship with organizational behaviour of employees. This similarity in time span of the studies could contribute to the agreement with the findings. Teamwork practice which fosters collaboration and empowers teachers to execute tasks together create conducive work environment which could account for the strong prediction of their organizational behaviour. Teamwork practice establishes mutual respect, builds trust, facilitates communication and promotes deep understanding among teachers which is strongly connected to positive organizational behaviour.

It was also found that teamwork practice is a significant predictor of teachers' organizational behaviour in public secondary schools in Anambra State. This agreed with the finding of Muthuswamy (2023) which indicated that teamwork has significant relationship with organizational behaviour of employees. The agreement with the finding could be attributed to time span in which the studies were conducted. Teamwork gives teachers the feeling of belonging in secondary schools which could be the reason for the significant predictor of their organizational behaviour.

The result of the study revealed that training practice is a moderate predictor of teachers' organizational behaviour in secondary schools in Anambra State. This disagreed with the finding of Nouruddeen and Choi (2015) which revealed that a strong positive relationship exists between training and organizational behaviour of academic staff in a public university. The disagreement with the finding could be associated to the fact that the study was conducted in different level of education and using lecturers who are exposed to training programmes that differ from that of teachers. Training practice helps to modify work attitude and pattern of behaviour required by teachers to adequately execute tasks which could be associated with the moderate prediction of their organizational behaviour. Training practice enables teachers to acquire skills which makes more efficient in performing their duties, accomplishing specific tasks and thereby motivate them to exhibit moderate organizational behaviour.

It was also indicated that training practice is a significant predictor of teachers' organizational behaviour in public secondary schools in Anambra State. This supported the finding of Jalil, Ullah and Ahmed (2022) which revealed that training perception has significant relationship with work behaviour of employees. The agreement with the finding could be associated with similar time span in which the studies were conducted. The behaviour modification and learning process embedded in training practices can possibly be responsible for teachers' organizational behaviour in public secondary schools.

Conclusion

Following the findings of the study, it was concluded that total quality management practices are positive and significant predictors of teachers' organizational behaviour in public secondary schools in Anambra State. Teachers who are provided with incentive, encouraged to work as team, exposed to training programmes can exhibit varying degrees of positive organizational behaviour. Thus, the the quality of school management can influence their organizational behaviour, impact on their performance and the attainment of predetermined goals of secondary schools.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Parents Teachers Association should donate funds to principals to enable them provide incentive practices to teachers for improving their organizational behaviour.
2. Principals should delegate tasks to teachers and provide the necessary supports required by them to work as a team to enhance their organizational behaviour.
3. Post Primary Schools Service Commission should organize annual training programmes for teachers to improve their skills and grow their knowledge base of required organizational behaviour.

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