



UNIVERSITI PUTRA MALAYSIA

***MEDIATING EFFECT OF WORK PASSION ON THE RELATIONSHIP
BETWEEN INDIVIDUAL, ORGANIZATIONAL, JOB FACTORS AND
PROACTIVE WORK BEHAVIOR AMONG TEACHERS IN SELANGOR,
MALAYSIA***

SUGUNA DEVI A/P PEARIASAMY

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By

SUGUNA DEVI A/P PEARIASAMY

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia,
in Fulfilment of the Requirements for the Degree of Doctor of Philosophy**

March 2021

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Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirement for the degree of Doctor of Philosophy

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March 2021

Chairman : Siti Noormi Alias, PhD
Faculty : Educational Studies

Malaysian schools are constantly facing educational challenges in 21st-century teaching and learning. This scenario needs more excellent proactive teachers in accomplishing effective learning outcomes. Teachers' behavior, particularly proactive behavior at work, among other factors, is crucial to meet the current needs in education. It is one of the most important factors to meet current educational demand, especially with many changes due to the COVID-19 pandemic plaguing the world. Furthermore, exploring the virtual world in education postures new challenges for all educators in adapting to new life norms that require the teaching and learning process to be implemented online. Teachers need to be proactive in their work to deal with these challenges. Therefore, it is appropriate to conduct a study to see to what extent teachers have proactive work behavior and what makes them engage in this behavior that remains unclear.

This research aims to examine the mediating mechanism of work passion in the relationship between individual factors: role breadth self-efficacy and learning goal orientation, organizational factors: bureaucratic structure and leader-member exchange, job factor: workload, and proactive work behavior. It is a descriptive correlational research design. This study uses Raosoft to determine the minimum sample size of 378, with a confidence level of 95 per cent and a margin of error of 5 per cent. To expect 80 per cent of response rate, the sample calculated is 473. A multistage sampling technique is used, and the sampling technique is done in two stages. A simple random sampling technique and proportionate sampling technique are applied to determine the samples. 484 secondary school subject teachers from Selangor, Malaysia, are involved in this cross-sectional study. The reliability and validity of the research questionnaire are determined using coefficient alpha and composite reliability for the subsequent descriptive analysis, correlation, and confirmatory factor analysis. Finally, the statistical procedures are used to analyze the

data to address the research questions and hypotheses, including descriptive, structural equation modelling (SEM), and bootstrapping.

Given that the hypothesized model is a good fit to the data, the findings show a moderate level of PWB (Taking Charge, Voice, Innovation & Problem Prevention: $M = 3.45$, $SD = 0.63$), which means the level of PWB of teachers in national secondary schools in Selangor as a whole is moderate. The result reveals that role breadth self-efficacy is the strongest and significant factor that affects proactive work behavior. The bureaucratic structure shows a positive and significant direct effect on proactive work behavior. While learning goal orientation and leader-member exchange show a significant indirect effect on proactive work behavior, workload shows an insignificant indirect effect on proactive work behavior. Finally, the mediating factor of work passion is found to mediate learning goal orientation and leader-member exchange. As for workload, it shows a weak mediating effect but is insignificant to the relationships.

This study reveals that role breadth self-efficacy and bureaucratic structure directly affect teacher proactive work behavior. In addition, work passion plays a significant role in mediating learning goal orientation and leader-member exchange relationship with proactive work behavior. As for workload, the relationship with work passion is positive but does not significantly affect teacher proactive work behavior. Thus, this study gives a clearer picture of the factors that directly and indirectly affect proactive work behavior and the mediating role of work passion on teachers' proactive work behavior.

This study contributes to Self-determination Theory by adding the Dualistic Model of Passion that explains harmonious and obsessive passion as a motivational mechanism for teachers' behavior in the teaching domain. In addition, the findings of this study provide data to the Ministry of Education about teachers' proactive work behavior and the influencing factors affecting this behavior which may facilitate Human Resource Development in Education.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

**KESAN PENGANTARA SEMANGAT KERJA KE ATAS HUBUNGAN DI
ANTARA FAKTOR INDIVIDU, ORGANISASI, KERJA DAN TINGKAH
LAKU PROAKTIF DALAM KALANGAN GURU DI NEGERI SELANGOR,
MALAYSIA**

Oleh

SUGUNA DEVI A/P PEARIASAMY

Mac 2021

Pengerusi : Siti Noormi Alias, PhD
Fakulti : Pengajian Pendidikan

Sekolah-sekolah di Malaysia sentiasa menghadapi cabaran pendidikan dalam pengajaran dan pembelajaran abad ke-21. Senario ini memerlukan lebih ramai guru proaktif dalam mencapai hasil pembelajaran yang berkesan. Tingkah laku guru, terutamanya tingkah laku kerja proaktif antara faktor-faktor lain, sangat penting untuk memenuhi keperluan pendidikan semasa. Ini adalah salah satu faktor penting untuk memenuhi keperluan pendidikan semasa, terutamanya dalam dunia pendidikan pandemik COVID-19 yang sedang melanda dunia sekarang. Meneroka dunia maya dalam pendidikan adalah cabaran baru bagi semua pendidik terutamanya dalam menyesuaikan diri dengan norma kehidupan baru yang memerlukan proses pengajaran dan pembelajaran dilaksanakan secara dalam talian. Guru perlu bersikap proaktif dalam menangani masalah ini. Oleh yang demikian, adalah wajar untuk menjalankan kajian untuk melihat sejauh mana guru mempunyai tingkah laku kerja proaktif dan apakah faktor yang membuat mereka terlibat dalam tingkah laku ini masih kurang jelas.

Tujuan kajian ini adalah untuk melihat perhubungan antara faktor individu: efikasi sendiri yang lebih luas, matlamat berorientasikan pembelajaran, struktur birokrasi, hubungan ketua dan pekerja, beban kerja dan tingkahlaku kerja proaktif dan juga menyiasat kesan pengantara semangat kerja terhadap perhubungan faktor-faktor tersebut. Ini adalah reka bentuk kajian korelasi deskriptif. Kajian ini menggunakan Raosoft untuk menentukan ukuran sampel minimum 378, dengan tahap keyakinan 95 peratus dan margin kesalahan 5 peratus. Teknik pensampelan pelbagai peringkat digunakan, dan teknik persampelan dilakukan dalam dua tahap. Teknik persampelan rawak mudah dan teknik-teknik persampelan berkadar digunakan untuk menentukan sampel. 484 guru mata pelajaran sekolah menengah dari Selangor, Malaysia, terlibat dalam kajian rentas ini. Kebolehpercayaan dan kesahihan soal selidik penyelidikan telah ditentukan

menggunakan penggunaan coefficient alpha dan kebolehpercayaan komposit untuk analisis deskriptif seterusnya, analisis *correlation* dan *confirmatory factor analysis* (CFA). Prosedur statistik yang digunakan untuk menganalisis data untuk menangani soalan penyelidikan dan hipotesis termasuk *structural equation modelling* dan *bootstrapping*.

Memandangkan model yang di hipotesiskan adalah baik dan sesuai dengan data, penemuan ini menunjukkan tingkah laku kerja proaktif adalah pada tahap sederhana yang bermaksud tahap tingkah laku kerja proaktif dalam kalangan guru-guru Sekolah Menengah Kebangsaan di Negeri Selangor secara keseluruhannya adalah pada tahap yang sederhana. Keputusan menunjukkan faktor individu (efikasi sendiri yang lebih luas), faktor organisasi (struktur birokrasi), mempunyai hubungan yang positif dan signifikan dengan tingkah laku kerja proaktif, manakala faktor individu (pembelajaran orientasikan matlamat) dan faktor organisasi (hubungan ketua dan pekerja) mempunyai hubungan kesan negatif dan tidak signifikan dengan tingkah laku kerja proaktif. Manakala faktor pengantara (semangat kerja) didapati mempengaruhi faktor individu (pembelajaran berorientasikan matlamat) dan faktor organisasi (hubungan ketua dan pekerja) dengan signifikan. Dalam kajian ini, efikasi sendiri yang lebih luas merupakan faktor utama yang mempengaruhi tingkah laku kerja proaktif. Hasil kajian menunjukkan bahawa (efikasi sendiri yang lebih luas) mempunyai kesan langsung yang kuat dan penting terhadap (tingkah laku kerja proaktif) diikuti dengan faktor organisasi (struktur birokrasi). Kedua-dua faktor individu dan organisasi ini mempunyai pengaruh yang positif dan signifikan terhadap (tingkah laku kerja proaktif) guru. Mediator (semangat kerja) pula mempunyai kesan pengantara yang signifikan pada perhubungan (pembelajaran berorientasikan matlamat) dan (hubungan ketua dan pekerja) dengan (tingkah laku kerja proaktif). Manakala, (beban tugas) tidak mempengaruhi (tingkah laku kerja proaktif) guru. Kajian ini dapat memberi pandangan yang jelas mengenai faktor-faktor yang mempengaruhi (tingkah laku kerja proaktif) guru samada secara langsung ataupun secara tidak langsung serta kesan pengantara semangat kerja terhadap tingkah laku kerja proaktif guru.

Kajian ini menyumbang kepada Teori Penentuan Kendiri dengan menambahkan Model Semangat Dualistik yang menerangkan semangat harmoni dan semangat obsesif sebagai mekanisme motivasi untuk tingkah laku guru dalam domain pengajaran. Di samping itu, penemuan kajian ini memberikan data kepada Kementerian Pendidikan mengenai tingkah laku kerja proaktif guru dan faktor-faktor yang mempengaruhi tingkah laku ini yang boleh membantu Pembangunan Sumber Manusia dalam Pendidikan.

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This thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfillment of the requirement for the degree of Doctor of Philosophy. The members of the Supervisory Committee were as follows:

Siti Noormi binti Alias, PhD

Senior Lecturer
Faculty of Educational Studies
Universiti Putra Malaysia
(Chairman)

Mohd Ashraff bin Mohd Anuar, PhD

Senior Lecturer
Faculty of Educational Studies
Universiti Putra Malaysia
(Member)

Ismi Arif bin Ismail, PhD

Professor
Faculty of Educational Studies
Universiti Putra Malaysia
(Member)

ZALILAH MOHD SHARIFF, PhD

Professor and Dean
School of Graduate Studies
Universiti Putra Malaysia

Date: 20 January 2022

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Signature: _____

Date: _____

Name and Matric No: Suguna Devi a/p Peariasamy, _____

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- the research conducted and the writing of this thesis was under our supervision;
- supervision responsibilities as stated in the Universiti Putra Malaysia (Graduate Studies) Rules 2003 (Revision 2012-2013) were adhered to.

Signature: _____
Name of Chairman
of Supervisory
Committee: Dr. Siti Noormi binti Alias

Signature: _____
Name of Member
of Supervisory
Committee: Dr. Mohd Ashraff bin Mohd Anuar

Signature: _____
Name of Member
of Supervisory
Committee: Professor Dr. Ismi Arif bin Ismail

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LIST OF ABBREVIATIONS

AVE	Average Variance Extracted
CFA	Confirmatory Factor Analysis
CFI	Comparative Fit Index
Chisq/df	Chi Square/Degrees of Freedom
CI	Confidence Interval
CR	Critical Ratio
EFA	Exploratory Factor Analysis
GFI	Goodness of Fit Index
IFI	Incremental Fit Index
KPM	Kementerian Pendidikan Malaysia
MLE	Maximum Likelihood Estimation
NNFI	Non-Normed Fit Index
PGFI	Parsimony Normed Fit Index
RMSEA	Root Mean Error of Approximation
SEM	Structural Equation Modelling
SRMR	Standized Root Mean Square Residuel
TLI	Tucker-Lewis Index

CHAPTER 1

INTRODUCTION

This chapter discussed the background of the study, problem statement, research objectives, hypotheses, and significance. This chapter also presented the scope and limitations, and definition of terms.

1.1 Background of the Study

Training and development are indispensable in an ever-changing and challenging corporate world, especially during the COVID-19 pandemic which is currently plaguing the world. Human Resource Development in organizations plays a vital role in training and advancing the performance of individuals and groups to remain competitive in the marketplace (Mehale, Govender, & Mabaso, 2021; Al-Kassem, 2021; Al Aina & Atan, 2020). In addition, it is essential to focus on developing employees for the demand of current jobs and preparing them for future roles and responsibilities, especially during the most challenging period as the COVID-19 pandemic has changed the way in which organizations manage their work and employees reshape the way they work. (McGuire, Germain, & Reynolds, 2021; Andika & Darmanto, 2020).

The uncertainty associated with the COVID-19 pandemic undoubtedly adds stress and continuous challenges at work. Employees' proactivity and overall productivity have been a significant concern in all organizations, including the education system (Akat & Karatas, 2021). Education is a vital sector in determining the quality of a nation (Hassan & Musa, 2020; Samruhaizad & Azahan, 2017). Therefore, the role of the school not only revolves around developing the students' cognitive aspects but also serves as an agency to produce students who are balanced in terms of physical, emotion, spiritual, and intellectual. Dynamic and abrupt task changes demand teachers to fully prepare themselves to be agents of change in the education system. In line with the educational change around the world, the Education Development Plan Malaysia (PPPM) 2013-2025 is a reference and guide to education in Malaysia; PPPM makes a culture of excellence and it is an aspect that needs to be achieved by all schools in Malaysia (Ministry of Education Malaysia, 2012).

Nevertheless, the sudden outbreak of COVID-19 has posed unprecedented challenges and nationwide school closures has changed traditional learning to digital learning, which significantly affects the learning of millions of children and adolescents globally. During this challenging time, teachers need to take proactive measures and change the teaching and learning approach overnight (Pozo, Echeverria, Cabellos, & Sanchez, 2021; Rapanta, Botturi, Goodyear, Guardia, & Koole, 2020) and improve their knowledge and skills (Konig, Jager-Biela, & Glutsch, 2020). To assist teachers in coping with the pandemic challenges, the Ministry of Education is deeply committed to provide teachers

with training and support of digital technology (Berita Harian, 2021). However, Karatas and Arpachi (2021) stated that the changes in education during the pandemic shifts the responsibility of a teacher to be more self-directed during this crucial time than ever.

Teachers are expected to acquire the skills of learning to learn. In the globalized world where technology is rapidly developing, they will fall behind in many areas if they fail to organize their learning (Dincher & Wagner, 2021; Taskin, 2019). Every teacher should determine their learning needs in order to professionally develop beyond the needs and boundaries of their current leader (Geng, Law & Niu, 2019). Teachers' training and development programmes often recognize leaders' needs in accordance with individual long-term development. As the COVID-19 pandemic is hitting the education system worldwide, schools are one of the most critical social institutions affected by the pandemic (McLeod & Dulsky, 2021). In schools, the work performed by professionals is teachers. Schools are fundamentally depending on teachers' commitment to goals and values of schools (Somech & Oplatka, 2014; Somech & Ron, 2007) as well as their willingness to go the extra mile beyond their regular duty that can contribute to a successful change and achievement of the goals (Belogolovsky & Somech, 2010). For teachers, the Covid-19 pandemic is a quintessential adaptive and transformational challenge. This means investing in high-quality initial teacher education and continuing the professional development of the existing teacher workforce is precedence (Unicef Press, 2020).

To build a more resilient workforce in times of crises, teachers' proactive behavior is evident. Proactive behavior comprises a broad range of activities related to change of behaviors, suggesting changes and improvements extended to colleagues, supervisors, and students which contribute to the school at large (Somech & Drach-Zahavy, 2000). It is essential for teachers to proactively encounter school challenges by adapting to new life norms (Stronge & Xu, 2021; The Star, 2020). Being proactive in their work and executing school changes for positive outcomes in students' achievements is evident. Proactive work behavior (PWB) is defined as the behavior that goes ahead of any assigned jobs and is willing to change in order to meet challenges (Hou & Huang 2021; Nurjaman, Marta, Eliyana, Kurniasari & Kurniasari, 2019; Cerit, 2017). PWB involves bringing changes inside an organization, which includes giving suggestions for improvement of work procedures, taking responsibilities, solving problems, and voicing out (Huo & Huang, 2021; Fay & Sonnentag, 2012; Parker & Collins, 2010; Parker, Bindl & Strauss, 2010).

Teachers who engage in PWB anticipate what and when an incident will happen, rather than waiting for something to occur and react. These teachers entail a conscientious effort to provide a classroom environment that allows students to be themselves, take risks, learn from mistakes, and comprehend the responsibility for their actions and feelings (Denti, 2012). They act in advance to deal with expected difficulty and control the expected manifestation, causing something to happen rather than reacting after something has happened. A proactive teacher maintains high standards, sets limits, applies values responsibly, provides students with competitiveness in academic learning and creates the

best learning environment (Chen, Bao & Gao, 2021). These teachers do not give up easily; instead, they see themselves to be responsible for creating a positive learning environment for all students. They deal with expected difficulty and control the typical incidence, causing something to happen rather than reacting after something has happened. The involvement of teachers in PWB is to some extent different from other professions. For example, in the medical field, a midwife who engage in PWB will not look at changes as a limit, determinedly improves things she experienced as wrong, antedates future barriers, and looks for viable alternatives to carry out her work as efficiently and effectively as possible (Mestdagh, Rompaey, Beeckman, Bogaerts & Timmermans, 2016). Teachers who engage in PWB maintains a high standard, sets limits, apply consequences responsibly, and creates the best learning environment.

The dedication of Ministry of Education to National Transformation Programmes is highly aspired and made the National Transformation 2050 Programme (Education Ministry Utusan Hari Guru, 2017). A lot of effort has been undertaken by the ministry to address the question of the teaching profession. New policy is developed for transforming Malaysian education, which aims in raising standards and quality of Malaysian education. Among the core strategies in enhancing Malaysia, education quality strives to make teaching a prestigious profession so as to ensure that schools will have qualified teachers to improve the quality of education in the school system. This study supports the aspiration of Ministry of Education by providing insight to improve the quality of education through encouraging more teachers to engage in PWB. It is also stipulated in one of the Strategic Reforms Initiatives (SRIs) and New Economic Model (NEM), which includes developing a quality workforce and creating a competitive domestic environment. Schools have always been mediums to seek knowledge; meanwhile, teachers are reflected as content experts and transmitters of knowledge. With globalization and technological advances that lead to trends like digitalization and Industrial Revolution 4.0 (IR 4.0), teachers' PWB is becoming more critical for successful learning, especially in acquiring knowledge from various sources via technology.

The roles of a teacher are becoming wider; nevertheless, the most important role of a teacher is to improve schools so as to meet the needs of the 21st-century workplace and live in a global environment. Teachers need to become authors and innovate pedagogies (Meyer & Norman, 2020; Rozana Sani, 2018). A teacher needs to keep abreast of technology and advancement, upgrade the knowledge, and face challenges. To further support, 21st-century teaching and learning behaviors emphasize flexibility, innovation, and adaptivity to changes. Therefore, schools are swiftly looking into the capabilities and behaviors of a teacher to facilitate and adapt to new challenges in education (Datnow, 2020; Strauss, 2015). As schools are facing challenges constantly, their success and effectiveness depend on teachers' PWB. To meet the challenges, teachers need to realize that PWB is an essential behavior for every teacher.

The importance of PWB must be brought to the knowledge of every teacher in order to improve the quality and performance of schools in Malaysia, which indirectly reflects the overall students' achievement. PWB is one of the specific behaviors that is needed to

improve current circumstances which involves challenging the current situation instead of passively adapting to it (Bilal, Chaudhry, Amber, Shahid, Aslam & Shahzad, 2021; Bindle & Parker, 2012; Crant, 2000; Grant & Ashford, 2008), and self-initiating into problems or opportunities and target in order to improve overall work condition (Bohman, Rudolph & Zacher, 2021; Fay & Sonnentag, 2012) which is a behavioral pattern that goes further than formal job requirements. Proactive teachers are a vital workforce in achieving the educational policy so as to enhance education and develop the nation's human capital. PWB can lead to the success of every organization (Cui & Li, 2021; Axtell, Holman, Unsworth, Wall, Waterson & Harrington, 2000; Griffin, Neal & Parker, 2007; Rank, Pace & Frese, 2004). Mitreka and Bagus (2021) mentioned that commitment and effort put in by their employees determine organizational success.

Past research reported several individual factors, organizational factors, and job factors that influence teacher's PWB. Among the individual factors are role-breadth self-efficacy (RBSE) and learning goal orientation (LGO) that contribute collectively to individual performance (Longin, Hruska & Sedinic, 2021; Vandewalle, Don, Nerstad, Christina, Dysvik & Anders, 2019; Motowildo & Schmitt, 1999). In terms of organizational factors, bureaucratic structure (BS) and leader-member exchange (LMX) have been reported to have effects on employees' attitudes and behaviors (Cogliser & Schriesheim, 2000). According to Cerit (2017), a highly bureaucratic work structure may stifle teacher's PWB, and the job factor, workload (W) was reported to affect PWB (Bohman, Rudolph & Zacher, 2021; Latham & Pinder, 2005).

Researchers have revealed that intrinsic motivation like work passion (WP) promotes goal achievement and supports positive work behaviors like PWB (Kehoe & Wright, 2013; Yan & Gottfried, 2013). Some organizations want to change the management mode into a more flexible work pattern, which requires employees to keep initiative, dare to challenge and have higher work passion and vitality, thus implementing more proactive behaviors (Pingel, Fay & Urbach, 2019). Previous evidence has established WP as an influencing factor in linking self-efficacy and individual well-being (Pollack, Ho, O'Boyle & Kirkman, 2020; Johri & Misra, 2014). Therefore, WP may also be a contributing factor to teacher's PWB. Researchers argued that employees who display WP tend to work hard, show a positive attitude and emotion towards the job, invest time and passion for creating the right behaviors, and have positive work motivation (Zigarmi, Houson, Diehl & Witt, 2010). Furthermore, Srivastava (2013) reinforced that individual with WP are well-ordered, productive, have change-oriented behaviors, and later create talents that the organization needs. Conclusively, it is quite interesting to look at how these factors, namely RBSE, LGO, BS, LMX, W, and WP promote the PWB of a teacher.

1.2 Statement of Problem

Lately, a lot of changes are taking place since the spread of the COVID-19 pandemic. The world of education has not been spared. Teachers worldwide have been coping with striking a balance between controlling the spread of the disease and ensuring students are not left too far behind in their studies. Starting the year of 2020, it has been a test of teacher resilience with new norms and challenges. Changing their values and lifestyles

necessitate teachers to proactively accomplish assigned jobs and be willing to go the extra mile (Chen et al., 2021). Despite much need for teachers to engage in PWB, the level of PWB among teachers is still unknown. In addition, not many studies were conducted in school settings (Cerit, 2017). Most studies were carried out in manufacturing (Lan, Xia, Li, Wu, Hui & Deng, 2020; Chen, Jiang, Zhang & Chu, 2019; Wu & Parker, 2014), health, and pharmaceutical (Aslam, Mohd Nor, Omar & Bustaman, 2020; Otto, Hoefsmit & Ruysseveldt, 2019), banking (Fay, Schwake, Strauss & Urbach, 2020; Nurjaman, Marta, Eliyana, Kurniasari & Dedeh, 2019), and other services (Bilal et al., 2021; Zhang & Chen, 2020; Etodike, Nnaebue, Iloke & Anierobi, 2020). Notwithstanding many scholarships on PWB, there is still a gap in the educational settings; the factors affect teachers' PWB in school. Although previous studies have extended to how individual differences and work context shape PWB (Wu & Parker, 2017; Taber & Blanke-meyer, 2015; Parker & Collins, 2010), it is still unclear to know whether these factors can shape teachers' PWB (Cansino, Roman & Exposito, 2018; Cerit, 2017). Moreover, it is important to understand what affects PWB in a multi-ethnic cultural context. PWB is universally important across different cultures, and it is necessary to examine the influencing factors of PWB from an Asian perspective (Cerit, 2017). In this case, this study will give some insight into factors influencing teachers' PWB in the context of Malaysian school.

Moreover, PWB and organizational citizenship behavior (OCB) seem to have many similarities (Bilal et al., 2021; Li, Frese & Haidar, 2017), and scholars have given much focus on OCB (Alwi, Wiyono, Bafadal & Imron, 2021; Grant, Gino & Hofmann, 2011). However, PWB is distinct from OCB. It is a change-oriented behavior that may not be welcomed by co-employees or managers (Spitzmuller & Van Dyne, 2013). This study will contribute to the current PWB literature and give clarity to this issue.

Alongside, researchers are continuously finding out the factors that increase employees' PWB in order to improve overall performance in the workplace (Fuller, Marler, Hester & Otondo, 2015; Shin & Kim, 2015; Wu & Parker, 2012; Greguras & Diefendorff, 2009; Parker, Williams & Turner, 2006). Role-breath self-efficacy seems to have a significant relationship with PWB and act as a strong predictor of PWB (Den Hartog & Belschak, 2012; Siegel & Renko, 2012; Belschak & Den Hartog, 2010; Strauss, Griffin & Allannah, 2009; Ohly & Fritz, 2007; Parker et al., 2006; Axtell, Holman, Unsworth, Wall, Waterson & Harrington, 2000). However, not many studies focused on RBSE (Xiong, Sun, Liu, Wang & Zheng, 2020; Achurra, Cristina, Villardón & Lourdes, 2012).

A high learning goal orientation (LGO) proves that the individual will be more inclined to show proactive behaviors such as taking responsibility and innovating (Tan, Au, Cooper-Thomas & Aw, 2016; Hou & Ruang, 2021). However, not all goal orientations can positively promote PWB. For example, individuals with high performance or avoidance goal orientation are aware of the uncertainty and risk of proactive behavior. Therefore, to avoid its risk, they choose to maintain the status quo, and such employees are unlikely to take proactive behavior. LGO is beneficial to teachers' positive behavior (Gorozidis, Georgios, Papaioannou & Athanasios, 2017); however, the extent of LGO in influencing teachers' PWB remains unclear.

Bureaucratic structure (BS) is another critical factor of PWB (Parker, William & Turner, 2006; Crant, 2000). School organizations are bureaucratic (Hoy & Sweetland, 2001), influencing teacher behaviors differently (Sptzmuller & Van Dyne, 2013; Hoy, 2003). In Malaysia, the education system is centralized too. Thus, little is known as to whether BS may promote or stifle teachers' PWB in Malaysia.

As for leader-member exchange (LMX), employees' work behaviors depend on their leader support (Rockstuhl, Dulebohn, Ang & Shore, 2012). In schools, teachers may not work alone but rather work with their superiors and colleagues. A high-quality relationship with a leader develops trust and facilitates employees to perform better (Cerit, 2017; Veeriah, Chua, Siaw & Hoque, 2017; de Villiers & Stander, 2011; Sekiguchi, 2010; Macey & Schneider, 2008; Janssen & Yperen, 2004). There is no clarity about whether LMX foster or hampers teachers' PWB.

In regard to workload (W), it has been argued that employees with greater W are more motivated and engaged to complete their project on time (Teng, Zaiton, Kasa, Nur Fatimah, Rusli & Nik, 2017; Ali, Nordin, Said, Manaf, & Musa, 2017). Despite its contribution, mixed findings were reported on the influence of W on PWB. Some studies have reported that W has positive influence on PWB (Wu & Parker 2012; Ohly & Fritz, 2010; Binnewies, Sonnentag & Mojza, 2009; Ohly, Sonnentag & Pluntke, 2006). Meanwhile, Fay and Huttges (2017) said that W negatively influences employee's PWB. Harun (2017) reported that W does not influence teacher's behavior. It is a significant shortcoming in understanding factors that affect teacher's PWB.

Apart from all the factors mentioned above, past studies have shown that WP has a direct relationship with PWB and is revealed as a driving force for employees' PWB (Gulyani & Bhatnagar, 2016). However, there is an inadequate connection between teacher's individual, organizational, job factors and PWB. Most studies were carried out based on other factors; no known study tests WP as a mediator between teacher's RSBE, LGO, BS, W, and PWB in one research model. In this regard, it is important to look at whether WP mediates the relationship between these factors.

From a practical standpoint, there is a lack of information about PWB study in the teaching domain. It is still questionable whether all teachers in Malaysia know about PWB, and there is no known data about level of teacher PWB. However, every teacher should know about PWB because teachers are the agent of change for the success of education (Mendenhall, Falk, Bergin, Bowden, 2021; Cangiano & Parker, 2015). The Ministry of Education has highlighted in the Malaysian Education Blueprint 2013-2025 (MOE, 2017) that teachers need to keep up-to-date with changes, especially towards educational reform. Hence, it is timely to look at the concept of teacher PWB.

This study is grounded on SDT, an organismic theory of human motivation that postulates the individual's intrinsic tendency to integrate experiences with a coherent internal structure called self (Deci & Ryan, 2000; Ryan & Deci, 2017). SDT has been extensively

used to explain PWB (Bilal et al., 2021). In this study, WP is the motivational construct based on SDT. However, Vallerand et al. (2003) proposed DMP as a theoretical structure of passion, namely harmonious passion and obsessive passion, which focuses on the motivational process that involves intense and persistent participation in an activity (Vallerand, 2015). While SDT considers different degrees of internalization that are the basis forms of motivation, DMP is related to how a process happens (Vallerand, 2015). In this vein, DMP distinguishes the quality of the internalization by separating a harmonious manner to internalize activities. WP consists of a harmonious and obsessive passion that is not well explained in SDT. Thus, this study adds the concept of the dualistic model of passion (DMP), particularly harmonious WP and obsessive WP as a motivational mechanism for teacher behavior. Furthermore, research in these forms of passion are weak and mixed (Pollack et al., 2020), thereby underscoring the need for further studies.

Moreover, previous theoretical models need to embrace contemporary research of PWB in educational settings for a more substantial theoretical basis. Hence, this research is undeniably essential to explore a more precise theoretical framework for motivating teacher PWB. Therefore, the objective of this study is to investigate the relationship of individual factors: role breadth self-efficacy and learning goal orientation, organizational factors: bureaucratic structure and leader-member exchange, job factor: workload, and PWB that is influenced by work passion.

1.3 Research Objectives

The general objective of this study is to examine the mediating effect of WP on the relationship between individual factors (RBSE & LGO), organizational factors (BS & LMX), job factors (W), and PWB among national secondary school subject teachers in the state of Selangor, Malaysia. Specifically, this study intends:

1. to determine the level of teachers' individual factors: role breadth self-efficacy and learning goal orientation, organizational factors: bureaucratic structure and LMX, job factor: workload, work passion, and PWB.
2. to determine the relationship between individual factors: role breadth self-efficacy and learning goal orientation and PWB.
3. to determine the relationship between organizational factors: bureaucratic structure and LMX and PWB.
4. to determine the relationship between job factor: workload and PWB.
5. to determine the mediating effect of work passion on the relationship between individual factors: role breadth self-efficacy and learning goal orientation, organizational factors: bureaucratic structure and leader-member exchange, job factor: workload, and PWB.

1.4 Research Hypotheses

Based on literature reviews in Chapter 2, research hypothesis developed for this study are listed below. Overall, there are six main hypotheses.

- Hypothesis 1 : There is a positive and significant relationship between individual factor role breadth self-efficacy and PWB.
- Hypothesis 2 : There is a positive and significant relationship between individual factor learning goal orientation and PWB.
- Hypothesis 3 : There is a positive and significant relationship between organizational factor bureau-cratic structure and PWB.
- Hypothesis 4 : There is a positive and significant relationship between organizational factor leader-member exchange and PWB.
- Hypothesis 5 : There is a positive and significant relationship between job factor workload and PWB.
- Hypothesis 6a : Work passion partially and significantly mediates the relationship between role breadth self-efficacy and PWB.
- Hypothesis 6b : Work passion partially and significantly mediates the relationship between learning goal orientation and PWB.
- Hypothesis 6c : Work passion partially and significantly mediates the relationship between bureaucratic structure and PWB.
- Hypothesis 6d : Work passion partially and significantly mediates the relationship between leader-member exchange and PWB.
- Hypothesis 6e : Work passion partially and significantly mediates the relationship between workload and PWB.

1.5 Significance of the Study

1.5.1 Body of knowledge

The underpinning SDT in this study explains that motivation is a reason for someone to do something. From the opposite perspective, if motivation is lower, the value of the work meaningful to employees is lower too, thus creating lower effort to the job (Grant & Shandell, 2021). In SDT, work motivation includes three elements, namely amotivation, intrinsic motivation, and extrinsic motivation (Gagne & Deci, 2005). Passion and motivation seem to be similar constructs. Both motivation and passion direct and ener-

gize behaviors. Motivation leads to important cognitive, affective, and behavioral consequences (Deci and Ryan, 2000; Vallerand, 1997) so does passion (Vallerand, 2010; Vallerand & Houliort, 2003). Distinguishing WP from motivation at work is thus important. This study further tests the independent contribution of the WP for the work domain over and beyond motivation in SDT. This study contributes to SDT by adding the DMP model of WP which explains the harmonious and obsessive passion as a motivational mechanism in the teaching domain.

Significantly, the study regarding the DMP model of WP further underscores the incremental value of directing on WP (as contrasting to passion for a wide range of activities) and work-specific outcomes. Internalization of the identity element in passion tends to offer stronger predictive value. Investigating passion in a particular domain tends to be more strongly related to outcomes in that domain (Sicilia et al., 2018). Adding the DMP model into the SDT motivational mechanism will give a clearer theoretical explanation for the teacher PWB model that is developed in this study based on self-determination theory.

Besides, lack of studies conducted locally on teacher's PWB. This study will make notable contributions. Firstly, it combines with past research in order to look into the factors that influence its relationships to teacher PWB. Although previous studies have integrated the underlying mechanism of the relationship between individual factors (RBSE & LGO), organizational factors (BS & LMX), job factor (W), and PWB, incorporation of WP as a mediator in one research model to teacher PWB provides clarity on the interactions between all related factors and explanations on the phenomenon of teacher PWB.

In addition, the theoretical explanations of SDT and behavioral outcomes emphasize proactive motivation but there is relatively little explanation on variables that influence the mechanism. This study further contributes to SDT and the mini theories by specifying variables that affect the motivation mechanism and behavioral outcomes. Parker, Bindl and Strauss (2010) devised a practical and comprehensive theoretical model which is quite extensive, but few research studied all the variables proposed in the model. Furthermore, the model does not indicate whether the variables presented are appropriate to explain the concept of teacher PWB. By studying a comprehensive set of variables, this study thus outlines and develops a set of important factors that form the basis for teacher PWB.

This study is significant to the academic world because it can enhance education and human resources information and may be helpful for future studies to be explored from a different perspective. This study is handy in the effort to improve teacher quality and education in Malaysia. Moreover, the finding of this study may provide essential data to the Ministry of Education, especially in terms of teacher PWB and the influencing factors that affect the behavior of national secondary school teachers in the state of Selangor, Malaysia. It is also aimed to fill the study gap of PWB in the Asian school context.

1.5.2 Practice

This research contributes to data about the level of teacher PWB in the state of Selangor, Malaysia. The Ministry of Education and school leaders can potentially use this data for future Human Resource Development training such as professional development training or develop future leaders (Schmitt, Den Hartog & Belschak, 2016; Li Fay, Frese, Harms & Gao, 2014; Strauss, Griffin & Parker, 2012; Kirby, Kirby & Lewis, 2002). Furthermore, as stipulated in Malaysia Education Blueprint 2013-2025, the ministry is fully obligated to build a portfolio of teacher training programmes in order to upgrade the necessary skills to face challenges ahead of them. For all these reasons, teacher's PWB is more important now and is worthy to be investigated in the context of education.

The Ministry of Education can also use the data from these findings to improve Human Resource Development support for school principals in assisting teachers to engage in PWB. This study will have implications on teachers and principals in influencing the school practice by highlighting ways to increase teachers' PWB. As PWB is beneficial to both teachers and school organizations, and school principals may want to inspire their teachers to be proactive in their work. The findings of this study may be helpful for principals to reevaluate and make an assessment about their strengths and weaknesses in their leader-member relationship and design school culture by making changes to school rules and procedures and encouraging more teachers to make choices about engaging in PWB. The findings and data of this study will be a valuable guide for all principals, teachers, and school staffs to improve their relationships and create a better proactive workforce school environment.

The findings of this data may facilitate teachers to acquire more knowledge about teacher PWB. PWB is a change-oriented behavior, and teachers must realize that they need to be the agent of change for educational reformation and success. The teacher may cultivate change habits and find meaning concerning what should be changed and how to go about it for successful education. While moving towards 21st-century education, every teacher should engage in PWB. It was evident that change begins with the personal change of a teacher. Therefore, exploring and understanding the concept of PWB may significantly affect the level of teacher PWB. Besides, exploring the concept of PWB can improve PWB literature within the school context. Finally, this study may enhance the teachers' professionalism by providing knowledge-based facts and the importance of engaging in PWB. The measurement applied in this study can also be used as a guideline for professional development and measurement of PWB among teachers, especially in knowledge regarding the contributing factors of teacher PWB.

1.5.3 Policy

This study will also benefit the educational policymakers and schools to make necessary plans to enhance teacher PWB. The Ministry of Education can emphasize hiring teachers who demonstrate WP and give them a choice to control their job responsibilities and to encourage teacher PWB. Besides, if the study variables significantly influence PWB, the

study may encourage the Selangor Education Department and school principals in Selangor to develop and execute training programmes and other mediations to increase and support PWB of teachers.

The findings may also contribute to the development of new policies and procedures in Human Resource Development in the Ministry of Education, especially in the state education departments in Selangor. It can help to incorporate the importance of PWB and bring to the knowledge of every teacher through training or other intervening programs for more successful schools for 21st-century education. In uncertain and dynamic conditions, teachers need to update their knowledge-based content, pedagogical skills, and capabilities that can change a teacher to become a better teacher (Datnow, 2020; Fullan & Mascal, 2000). Moreover, the challenges faced by teachers nowadays such as changing interest among students, increased expectations of parents, and tremendous advancement in information technology demand teachers to be prepared for more training in order to make education more meaningful for every child (Ministry of Education, 2005). Thus, the study supports the call by the Ministry of Education to its staff to be proactive workforce as stipulated under the Human Resource Development and Workforce Transformation in Strategic Reforms Initiatives (SRIs) and New Economic Model (NEM). The findings of this study will also provide insights to future researchers on the PWB phenomenon in all organizations in Malaysia, especially in schools regarding factors that influence the PWB of teachers.

In a nutshell, teacher's PWB is linked to teacher quality, and schools are becoming more dependent on quality teachers (Ministry of Education, 2017). Moreover, teachers play a central role in any school reform (Datnow, 2020). Hence, the findings of this study are aimed to provide information to schools regarding the factors that can help to enhance teachers' PWB and create more proactive teachers in making The Nation Educational Transformation Programmes a success.

1.6 Scope and Limitations of the Study

This study confines itself to an understanding of PWB among national secondary school subject teachers who have been working for more than two years and above in the state of Selangor, Malaysia. Due to certain factors, implementation and practice of PWB may differ among teachers in other states, and the perspectives given in this study may not be complete and generalized for all teachers across the country.

The questionnaires for this study were taken from both local and western countries. The data collected for this study was based on questionnaires that were modified and translated again to the local language, Malay by English and Malay language experts and were validated to make sure that it was suitable for this study. Therefore, the accuracy of the data in this study solely depends on respondents' understanding and readiness to answer the questionnaire honestly. Furthermore, the data was based on teachers' self-reports, which was inflated by common method bias. Nevertheless, to minimize biases,

the researcher used the social desirability scale to overcome the most common biases that affected survey research.

The sample of Selangor state national secondary school teachers may limit the generalizability of the finding to other government sectors or non-governmental organizations. However, teachers in the sample covered an extensive range of human resource activities similar to many other organizations. Therefore, it is considered that roles and responsibilities of teachers in this study are comparable to many other organizations. This study only measured selected variables. Independent variables, dependent variables and mediator were chosen based on previous research recommendations: RSBE, LGO, LMX, BS, W, and PWB mediated by WP.

This research was the first study to examine teachers' PWB. Although the number of respondents in this study provided sufficient power to estimate latent profiles (Gudicha, Tekle & Vermunt, 2016), the findings could not be generalized to the entire teacher population, which might have distinct background characteristics compared to the teachers used in this sample. To validate the number and content of PWB profiles of teachers in Malaysia, this study is required to be replicated in all other educational sectors (primary education, secondary education, higher education).

In addition, future research should highlight how PWB profiles predict cognitions and behaviors of teachers such as self-efficacy (Later RBSE) (Lenser & Miller, 2016; Runhaar et al., 2015; Schiefele & Schaffner, 2015; Inbar-Furst & Gumpel, 2015); instructional practices (Dresel, Fasching, Steuer, Nitsche & Dickhauser, 2013; Retelsdorf et al., 2010), and engagement (Han, Ying & Wang, 2016; Kunsting, Neuber & Lipowsky, 2016; Skaalvik & Skaalvik, 2013; Parker et al., 2012).

One limitation was observed in wide credibility intervals for some of the findings. Therefore, the researchers highlighted the need to analyze the mediator of WP, especially in terms of the pedagogical context that affects PWB. Thus, there is still a lot of work to be done, and future researchers should inspect other individual and situational factors that influence the PWB of teachers.

Additional restriction was that the current study could not reveal how WP develops, changes over time, and is either improved or decreased at work (Hameduddin & Lee, 2021; Collewart, Anseal, Crommelinck, Beuckelaer & Vermeire, 2016; Cardon, Zietsma, Saporito, Matherne & Davis, 2005). Although this task is beyond the scope of the present work, it is understandable that there is much room for improvement and development. Therefore, future researchers could revise and update WP measures to better and more explicitly assess rumination, affective and cognitive components of WP and to control for positive effects when examining WP outcomes in order to demonstrate the predictive value of WP.

This study helped to understand how future research could approach the study of WP in certain work outcomes from a theoretical standpoint. Further research adds theoretical clarity to the current PWB study by recognizing that WP must be studied in terms of rumination, cognition, and affect. Furthermore, integrating the general passion model provided a baseline for comparison, demonstrating that the general passion conceptualization is insufficient and that the internalization component is critical to WP.

The significance of internalization could not be understood if there is no stream to compare against. Based on this finding, it is proved that a stronger theoretical approach to WP involves definitions that consider the importance of internalization. It is the perspective that future research should adopt. Moving forward, four additional openings for research are suggested.

To begin, researchers should look at the negative impacts of WP. At present, there is relatively little information about how and when WP is linked to unfavorable employee or organizational outcomes. This is a shortcoming in the literature. Given the prevalent theme of positive effect of WP, it's important to present a more balanced perspective and acknowledge the potential negative effect of WP. Second, WP researchers should take a dualistic approach and concentrate on specific job aspects. Providing a more balanced view of WP in its various forms is related to the activities and roles that individuals engage in at work. For example, future work can explore a harmonious and obsessive passion for particular functions such as volunteerism, overtime and part time job.

Future research should consider the roles of individual and situational moderators in examining how WP relates to work outcomes, as well as more complex models that account for the mediating relationships that link WP for influencing, psychological states and attitudes, and eventually leads behaviours. Unfortunately, there is a scarcity of research that puts such models to the test across all WP research areas. Instead, most test models only affect attitudes, not behaviour (Hameduddin & Lee, 2021; Breugst, Domurath, Patzelt & Klaukien, 2012), or only test behaviours, not both (Hameduddin & Lee, 2021; Breugst, Domurath, Patzelt & Klaukien, 2012). (Ho & Pollack, 2014; Mitteness, Sudek & Cardon, 2012). Therefore, it is advocated that future research adopts a mediated framework that explores rumination, cognition, and influences psychological mechanisms related to behaviors through WP.

In terms of outcome variables, it is suggested that WP research incorporate additional behavioural outcomes, especially those that evaluate narrower, more work specific behaviour. Future WP research can focus on the interpersonal effects of passion. In line with Laurent, Houlfourt and Malchelosse (2021) study, much of the existing research focuses on intrapersonal impacts (satisfaction, commitment, and positive affect). Only a few studies looked into how WP influences people's interpersonal interactions (team-member interchange and relationship quality) (Ho & Pollack, 2014). Given that WP can be contagious, this is an important avenue of research that can be pursued in the future.

1.7 Assumptions of the Study

An assumption is made that teachers are influenced by motivation to engage in proactive work behavior. Throughout the study, it is assumed that the Self-determination Theory and Individual Proactive Work Behavior Model apply in the Malaysian setting and to this study of factors influencing proactive work behavior in the existence of work passion as the mediating variable. Furthermore, the selection of the independent variables in this study has been extracted from literature reviews and found to contribute to proactive work behavior. Thus, this study also assumed that the relationships between the selected independent variables, proactive work behavior, and work passion as the mediating variable would provide insights to understand better the phenomenon of proactive work behavior in the Malaysian school setting.

1.8 Definition of Terms

1.8.1 Bureaucratic Structure

Bureaucratic structure (BS) is defined as hierarchical and systematic management controlled by law, rules, and system as a basis for leadership and aim. The school education system is bureaucratically structured on hierarchy, standardization, and specialization. In this study, BS refers to structured school administrative rules and order.

1.8.2 Individual Innovation

Individual innovation is defined as teachers' behavior involved in creating and implementing ideas, including identifying the opportunity, generating new ideas or approaches, and implementing the new ideas (Scott & Bruce, 1994). In this study, individual innovation refers to teacher's creativity and implementation of new ideas.

1.8.3 Leader-Member Exchange

Leader-member exchange (LMX) is a unique relationship between leaders and employees by granting favorable treatment to employees. In return, the employees feel gratified and improve work performance to benefit the leaders (Graen & Uhl-Ben, 1995; Liden et al., 1997). In this study, LMX focuses on the teacher's social relationship with the principal and senior assistant.

1.8.4 Learning Goal Orientation

Learning goal orientation (LGO) is defined as the inclination of an individual to develop the ability to acquire new knowledge and skills, soar new situations, take challenges in

the workplace as learning opportunities and take charge to change the work condition (Chiaburu, Marinova & Lim, 2007 ; Dweck & Legget 1988;Dweck, 1986). In this study, individual innovation refers to a teacher who takes the opportunity to learn new things and improve work performance.

1.8.5 Proactive Work Behaviour

Proactive work behavior (PWB) is defined as taking control and bringing change to internal organization conditions (Bindle & Parker, 2010). In this study, PWB has been operationalized as taking-charge, voicing out, being innovative, and preventing problems related to teacher behavior which focus on taking control and bringing changes within the school environment by improving work methods or influencing colleagues.

1.8.6 Problem Prevention

Problem Prevention is an action to prevent problems from reoccurring in the workplace. (Frese & Fay, 2001; Parker & Collins, 2010). In this study, problem prevention refers to teacher's actions to prevent recurrence of work problems.

1.8.7 Role Breadth Self-Efficacy

Role breadth self-efficacy (RBSE) is defined as individuals' confidence level in performing a set of tasks beyond their formal duties (Parker, Williams & Turner, 2006; Axtell & Parker, 2003; Parker, 1998). In this study, RBSE refers to the teacher's confidence in performing tasks, improving the condition, and finding long-term solutions.

1.8.8 Taking Charge

Taking charge is defined as employees' voluntary and productive efforts to change organizational functionality to execute change and improvement (Morrison & Phelps, 1999). In this study, taking charge refers to teacher's voluntary attempt to implement change in order to improve school organizational function.

1.8.9 Voice

Voice is defined as making product suggestions and recommendations for change in standard procedures even when others disagree for constructive and positive contribution to the organization (Van Dyne & LePine, 1998). In this study, voice refers to teachers' suggestions or recommendations for the productive improvement of school organizational function.

1.8.10 Workload

Workload (W) is defined as activities involving individuals' direct and indirect routine as well as seasonal work with professional duties, responsibilities, and interests (Shaari, Romle & Kerva, 2006). This study includes teachers' total time spent in class, official responsibilities in school, and after-school hours.

1.8.11 Work Passion

Work passion (WP) is defined as a strong tendency towards the job and is favored by a person who finds it essential, in which they invest time and passion (Vallerand et al., 2003). In this study, WP refers to teacher's liking towards their work in which they invest time and energy.

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