Teachers' Organizational Citizenship Behavior: The Malaysia Scenario

Suriani Ismail[1], Roshafiza Hassan[2]

[1]Department of Professional Development and Continuing Education, Faculty of Educational Studies, Universiti Putra Malaysia, 43400 UPM, Serdang Selangor, Malaysia, [2]Department of Foundation Education, Faculty of Educational Studies, Universiti Putra Malaysia, 43400 UPM, Serdang Selangor, Malaysia
Email: suriani_ismail@upm.edu.my

Abstract
Increased economic competition, both within and between nations, results from globalization. Economic competitiveness is thought to promote the development of human capital. According to earlier research, an organization will only succeed if its workers put in much effort each day to complete their tasks and support their efforts to remain productive and competitive. Extra-role behavior, or organizational citizenship behavior (OCB), is the term used to describe this circumstance. Still, the research on OCB among Malaysian teachers is relatively new. Hence, this study examines the scenario of teachers' OCB in Malaysia. A total of 824 secondary school teachers in Malaysia participated in this study. The findings revealed that the level of teachers' OCB in Malaysia is moderate. Additionally, this study showed that the OCB level by dimensions. The study also looked at the response distribution to illustrate the OCB scenario among teachers. The current study made the case that additional empirical research on OCB in educational settings is necessary to improve OCB among teachers, enhancing their effectiveness and the success of their schools.
Keywords: Extra-Role Behavior, Organizational Citizenship Behavior, School, Teacher, Education

Introduction
The globalized world is ushering in a wave of educational transformation that is significantly impacting Malaysia's education sector. The role of teachers has evolved to play a crucial part in ensuring the effectiveness and sustainability of this transformation (Ismail et al., 2021a). Today, a teacher's responsibilities extend beyond teaching and learning to include promoting inclusion and assessing students' performance in both curriculum and co-curriculum. This study on teachers' OCB in Malaysia has the potential to provide valuable insights that can enhance the effectiveness and success of the education sector in Malaysia (Wan et al., 2018).

In addition, education development in Malaysia can be attributed to the high standards set for teachers and schools at the preschool, primary, and secondary levels. Undoubtedly, the nature of education and learning has significantly changed due to the swift progress of

educational transformation (Ismail et al., 2021a). Hence, the role of teachers is more complicated to help the youth explore the borderless world and ensure the effectiveness of students' and schools' development (Hajovsky et al., 2020; Ruiter et al., 2021). In other words, raising teacher performance is necessary to enhance educational quality and cultivate future human capital development talent. Ultimately, the performance of schools strongly depends on the performance of teachers. Based on this understanding, employees must be more productive and engaged and display extra-role behaviors to achieve the organizational objectives. At this point, organizational citizenship behavior (OCB) is crucial for employees' productive work and the smooth operation of organizational systems (Ismail et al., 2024). Studies revealed that the school's success depends on teachers' willingness to engage beyond the prescribed work (Das, 2020; Ismail et al., 2021b).

Scholars have conducted research on OCB for over a decade. In most organizational studies, schools have been viewed as different from other organizations (DiPaola & Hoy, 2005). Many studies on OCB have been conducted in organizations rather than schools, limiting the literature (Shaheen et al., 2016). Notably, the field of organizational behavior has received much attention from the existing concept of organizational citizenship behavior; however, Malaysian scholars have yet to give much attention to teachers' OCB (Ismail et al., 2021a). In light of this information, this study is conducted to examine OCB from the perspective of teachers in Malaysia.

Organizational Citizenship Behavior
The term organizational citizenship behavior (OCB) was coined in the 1980s by Organ and his colleagues. The definitions of OCB have gone through many revisions, but the constructions kept its core (Hoffman et al., 2007). As a result, the rapid growth of research on OCB has contributed to numerous definitions of OCB. At first, they emphasize OCB as a discretionary behavior that people implement without any reward and training provided for the task. Based on such understanding, Bateman and Organ (1983), suggested that OCB is a behavior that benefits the organization's social process and affects task performance indirectly. Citizenship behavior includes helping others with job-related problems, volunteering, sharing ideas for new products, making constructive suggestions, punctuality, pushing supervisors to higher standards, making creative suggestions, encouraging workgroup cooperation, and participating in organizational governance (Podsakoff et al., 2000).

Nowadays, schools are moving towards the era of advanced education development. Therefore, teachers' performance is evaluated by "task roles," which are compulsory but insufficient to determine the school's success (AVCI, 2016). In other words, teachers need to perform tasks more than their formal work to help schools succeed. As psychologists have assumed, to meet the new standards set for schools, the school personnel must go beyond the minimum performance standards of their duties (Farooqui, 2012). For this reason, several scholars have defined OCB in the school setting.

Fan et al., (2023), defined OCB as voluntary behaviors directed towards the organization, team, and individual and performed beyond the required formal task to achieve the organizational goals. This definition emphasizes three main components of extra-role behavior (ERB) in teachers' OCB, which include (1) the behavior should be voluntary whether it is a part of formal duty or non-job description; (2) the behavior might not be performed in

the organization, but it is directed towards the organization's success and effectiveness; and (3) the definition of OCB is multidimensional naturally. Eddleston et al. (2018) defined OCB as extra-role behavior. They stated that OCB could influence the technical core, which refers to the extra-role behavior of an individual toward their colleagues and other members of the organization. These extra-role behaviors allow the organization to achieve its goals (Gupta & Sharma, 2018).

Vigoda-Gadot et al. (2007), defined OCB in school as helping others, benefitting the organization, and achieving formal work tasks. Unfortunately, Dipaola and Neves (2009), stated that the third component differs from the basic concept of OCB, as discretionary behavior exists when an individual freely and willingly helps others accomplish a task. Even though scholars attempt to define OCB in the educational context, the definition of OCB is still based on Organ's definition, a discretionary behavior (Choong et al., 2020). In a study that focused on OCB in school, Dipaola and Neves (2009), defined OCB as work behavior that is performed more than formal jobs, which benefits the individual and organization. It generally refers to behavior that exceeds the job description and provides an advantage to individuals and the organization. Teachers who exhibit OCB usually do their work beyond what has been described in the formal task. In other words, teachers are not only doing the stipulated task but must freely help others to complete the task (Dipaola & Neves, 2009).

Oplatka and Stundi (2011), defined teachers' OCB as teachers' behavior in school that is implemented discretionarily and not defined in the specification and benefits the school. There are four components to describe the concepts of OCB: 1) teachers volunteer to do a task that is beyond what is required; 2) teachers personally choose to perform the behavior; 3) behavior is directed towards others or the school; and 4) behavior is not harmful to the school. It also refers to teachers' helping behavior towards school administrators and colleagues, such as helping to reduce the workload or providing specific assignments on students' achievement (Ismail et al., 2021a). Accordingly, teachers engage in this behavior voluntarily, including activities such as carrying out additional tasks, helping and collaborating with others, and supporting the school's activities without expecting a reward and recognition (Mansor et al., 2013; Ismail et al., 2024).

Based on previous studies, OCB also can be related to job performance (Colquitt et al., 2009; Deery et al., 2017). Colquitt et al. (2009), categorized job performance into three broad categories. Two categories contribute positively to the organization, while one category contributes negatively to the organization. The categories are divided into task performance, citizenship behavior, and counter-productive behavior. Colquitt et al. (2009), noted that task performance and citizenship behavior lead to achieving organizational goals and objectives. Meanwhile, other activities lead employees to do the opposite. The first type of research focuses on positive non-task behavior (OCB), which is also known as extra-role behavior, pro-social organizational behavior, civic organizational behavior, organizational spontaneity, and contextual performance (Deery et al., 2017; Eddleston et al., 2018). The second type of research focuses on negative non-task behavior, which is also known as counter-productive behavior, deviant workplace behavior (DWB), non-compliant behavior, organization misconduct behavior, anti-social behavior, non-performance behavior, occupational crime or organizational aggression (Jung & Yoo, 2019). The third type of research emphasizes both behaviors, OCB and counter-productive (Chen et al., 2018; Fan et al., 2023; Ng et al., 2016).

This study emphasizes the first type of job performance, which focuses on positive non-task behavior. It is important to note that task performance behavior is more than just well performed by employees. Even poor performers sometimes fail to fulfill the task behavior completely. This situation reveals that employees who engage in OCB are good performers. Since OCB contributes to organizational goal accomplishment, it is essential to study this behavior. OCB is needed to generate greater insight into the positive non-task behavior and its antecedents, especially from cultural differences (Ocampo et al., 2018).

Methodology
This study employed a descriptive approach involving collecting and analyzing quantitative data. Self-administered questionnaires were utilized for data collection.

Population and Study Sample
Eight hundred fifty-five questionnaires were distributed based on the number of secondary school teachers in the selected schools. The sampling technique used in the stage of construct validation is the multi-stage cluster sampling technique. This type of sampling technique comprises two basic steps, which are 1) listing and 2) sampling. At each stage, the cluster can be smaller in size. The sample of this study was selected from the school area zone. Peninsular Malaysia is comprised of 12 states and is divided into four zones. Out of 12 states in Peninsular Malaysia, a state from each zone was selected.

Data Collection Procedure
Out of 855 questionnaires, 824 were returned for an overall response rate of 96.3%. All the returned questionnaires were complete and useable. The teachers were asked to complete the questionnaire in seven days. They were asked to submit the filled questionnaire to the nominated teachers in a sealed box provided. A consent letter was sent to the principals of the selected schools. The principal was called to get permission to distribute questionnaires. The principal's cooperation was needed to ensure that questionnaires could be distributed effectively to all teachers. During the data collection process at stage two, the principal nominated a teacher to assist the data collection process.

Measurements
The questions were divided into demographic profiles (section A) and OCB (section B). The questions in Section A were related to the demographic profiles of the respondents. 11 questions were asking for two categories: (1) personal information such as gender, age, religion, race, education level, and marital status and (2) employment details such as current position in school, year of services and types of school.

After answering the demographic profile questions, the respondents were asked to answer the questions in section B regarding OCB, which comprises items. Most scales used in OCB research can be generalized to various occupational groups. However, although these generic measures allow comparisons across organizational settings, they also may neglect occupation-specific behaviors that could be considered extra-role (Eddleston et al., 2018; Gupta & Sharma, 2018). Limited instruments can be found in published studies investigating instruments of OCBs among teaching professionals (Ismail et al., 2021b; Jimmieson et al., 2010). Furthermore, most past studies were developed in the West, and several items were inappropriate for the Malaysian context (Ismail et al., 2021b); for example, items 'arrive early

for class' and 'comply with the school regulations although not monitored.' Hence, a measure of teacher OCB was explicitly designed for the present study based on the survey conducted by Ismail et al. (2021b). The CFA yielded a total of 19 items that fulfilled convergent validity, discriminant validity as well and reliability to measure teachers' OCB through the four dimensions of factors such as civic virtue (7 items), interpersonal facilitation (4 items), individual initiative (4 items) and interpersonal harmony (4 items). The articles will present the detailed results of the new scale developed in the Malaysian context. The respondents were asked to indicate the frequency they committed the behaviors given in school related to OCB using a 5-point Likert type scale, namely, 1= Never, 2= Rarely, 3= Sometimes, 4= Frequently, and 5= Always.

Data Analysis
The data collected were coded, and the SPSS statistical package version 27 was used to analyze the data using descriptive statistics. Descriptive statistics were used to present the demographic profile of the respondents, the level of OCB, and the level of dimensions of OCB. The scores of variables were summed up into three categories, low, moderate, and high, to determine the level of variables. The calculation was based on the overall mean.

Result
Demographic Profile
A total of 824 completed surveys were analyzed. The descriptive characteristics of respondents, including demographics, are summarized in Table 1. The mean age of respondents was 43.08 years. There were more enormous proportions of older Malaysians in the 36-46 category (48.2%) versus 47-57 (34.5%) and 24-35 (16.3%). Most respondents (79%) were female, while only 21% were male. Moreover, most of the respondents were Malay (94.9%), and the rest were Chinese (2.8%), Indian (2.2%), and others (0.1%). The study also revealed that 89.2% of respondents were bachelor's holders, master's graduates (10%), and diploma holders (0.8%).

Table 1
Distribution of the Respondents by Personal Information (n=824)

Variable	Frequency	Percentage
Gender		
Male	173	21
Female	651	79
Age	Minimum = 24	Mean = 43.08
	Maximum= 57	SD = 6.783
Four age group category	134	16.3
24-35	397	48.2
36-46	284	34.5
47-57		
Race		
Malay	782	94.9
Chinese	23	2.8
Indian	18	2.2

Variable	Frequency	Percentage
Others	1	.1
Highest level of education		
PHD	0	0
Master	81	10.0
Bachelor	735	89.2
Diploma	7	.8
Others	0	0

The Scenario of OCB
The level of teachers' OCB was measured using 19 items. The score-driven groupings were 'low level of OCB' with scores ranging from 1.00 – 2.32, 'moderate level of OCB' with scores ranging from 2.33 – 3.65, and 'high level of OCB' ranging from 3.66 – 5.00. Table 4.35 shows the frequency, percentage, mean, and standard deviation of OCB. The overall mean of OCB was 3.34 with a standard deviation of .51. The results show that 67.7% of the respondents indicated a moderate level of OCB. In comparison, 29.1% indicated a high level of OCB, and only 3.2% of the respondents indicated a low level of OCB.

Table 2
Levels of OCB

Level	f	%	Mean	SD
			3.34	.51
Low (1.00 – 2.32)	26	3.2		
Moderate (2.33 – 3.65)	558	67.7		
High (3.65 – 5.00)	240	29.1		

To compare the distribution level of OCB by the dimensions, the data of the four factors of OCB were analyzed separately. Table 3 shows the means (M) and standard deviations (SD) of OCB by dimensions. The mean and SD for the four factors of OCB were as follows: 1) mean of civic virtue = 3.24 with SD = .61; 2) mean of interpersonal facilitation = 4.04 with SD = .63; 3) mean of individual initiative = 2.71 with SD = .78; and 4) mean of interpersonal harmony = 3.74 with SD = 1.06. Comparing the mean score between the four factors of OCB shows that the teachers demonstrated more interpersonal facilitation, followed by interpersonal harmony, civic virtue, and individual initiative, respectively. The results show that most teachers exhibited high interpersonal facilitation (75.6%) and interpersonal harmony (53.5%). Meanwhile, more than half of the teachers showed moderate civic virtue (67.2%) and individual initiative (51.5%).

Table 3
Level of Teachers OCB by Dimension

Factors	ƒ	%	Mean	SD
Civic Virtue			3.24	.61
Low (1.00 – 2.32)	53	6.4		
Moderate (2.33 – 3.65)	**554**	67.2		
High (3.65 – 5.00)	217	26.3		
Interpersonal Facilitation			4.04	.63
Low (1.00 – 2.32)	12	1.5		
Moderate (2.33 – 3.65)	189	22.9		
High (3.65 – 5.00)	**623**	75.6		
Individual Initiative			2.71	.78
Low (1.00 – 2.32)	295	35.8		
Moderate (2.33 – 3.65)	**424**	51.5		
High (3.65 – 5.00)	105	12.7		
Interpersonal Harmony			3.74	1.06
Low (1.00 – 2.32)	151	18.3		
Moderate (2.33 – 3.65)	232	28.2		
High (3.65 – 5.00)	**441**	53.5		

SD = standard deviation   ƒ = frequency   % = percentage

The results show that 67.2% of the respondents indicated a moderate level of civic virtue. In comparison, 26.3% indicated a high level of civic virtue, and only 6.4% of the respondents indicated a low level of civic virtue. Furthermore, based on the results, most respondents (75.6%) showed a high level of individual initiative, while 22.9% exhibited a moderate level of individual initiative. Only 1.5% of the respondents showed a low level of individual initiative. For the 'interpersonal facilitation' dimension, the results show that most of the respondents (51.5%) displayed a moderate level of interpersonal facilitation, while 35.8% of the respondents demonstrated a high level of interpersonal facilitation, and only 12.7% of the respondents showed a low level of interpersonal facilitation. In addition, the results show that 53.5% of the respondents indicated a high level of interpersonal harmony. In comparison, 28.2% showed a moderate level of interpersonal harmony, and only 18.3% of the respondents indicated a low level of interpersonal harmony.

The Level of OCB by Dimensions
As shown in Table 4, the highest teachers' civic virtue was 'assist new teachers in getting acquainted and in adapting to the environment,' with 50.1% of the respondents indicating that they "always" and "frequently" practiced it. For the item 'offer the provided class worksheets to colleagues', 45.6% of the respondents indicated that they "always" and

"frequently" committed themselves to this behavior. Meanwhile, for the item "assist a colleague who is absent by giving assignments for classroom learning," 43.7% of the respondents indicated that they "always" and "frequently" committed themselves to this kind of OCB behavior, and 42.1% of the respondents indicated that they "always" and "frequently" resorted to 'actively participate in the teachers' meeting.' In addition, 35.9% of respondents "always" and frequently 'decorate the school,' 33.2% of respondents "always" and "frequently" 'provide teaching and learning materials to substitute teachers' and 20.3% of the respondents indicated that they "always" and "frequently" 'propose innovative ideas to improve the school.'

Table 4
Distribution of Responses to Items on Civic Virtue (%)

No.	Item	1	2	3	4	5
1.	Propose innovative ideas.	3.8	27.1	48.9	17.4	2.9
2.	Active participation in the teachers' meeting.	1.7	13.0	43.2	32.6	9.5
3.	Assist an absent colleague.	1.9	10.1	44.3	38.1	5.6
4.	Provide teaching and learning materials to substitute teachers.	7.2	21.0	38.6	29.0	4.2
5.	Decorate the school.	3.2	19.3	41.6	26.9	9.0
6.	Offer the provided class worksheets to colleagues.	1.7	10.8	42.0	37.3	8.3
7.	Assist new teachers to get acquainted and to adapt to the environment.	1.7	7.3	40.9	40.5	9.6

1= Never   2= Rarely   3= Sometimes   4= Frequently   5= Always

Table 5 shows the percentages of teachers' interpersonal facilitation. It was measured using four items. The results showed that most respondents did 'make copies of school assignments using personal items such as printers and copiers' (82.1%). Based on the result, the item 'willing to enter student information or exam results online outside working hours (at night, during holidays)' was the next most frequent practice at 81.5%. Meanwhile, 73.1% of the respondents indicated that they "always" and "frequently" 'collaborate with others (task planning, joint projects, etc.).' Furthermore, 65.8% are 'willing to spend time during holidays for duty.'

Table 5
Distribution of Responses to Items on Interpersonal Facilitation (%)

No.	Item	1	2	3	4	5
1.	Make copies of school assignments using personal items.	.8	2.5	14.6	40.2	41.9
2.	Willing to enter student information or exam results online outside working hours.	1.1	2.1	15.3	34.3	47.2
3.	Willing to spend time during holidays for duty.	.7	3.6	29.9	44.1	21.7
4.	Collaborate with others (task planning, joint projects, etc.).	1.2	4.1	21.6	51.0	22.1

1= Never   2= Rarely   3= Sometimes   4= Frequently   5= Always

Table 6 shows the number of teachers involved in individual initiatives. The results show that 25.1% of the respondents 'get involved in NGOs to get benefits for students.' This shows that involvement with NGOs was the most frequent behavior practiced by the teachers. Furthermore, 22% of the respondents indicated that they "always" and "frequently" 'participate in students' celebrations.' For the item 'Repair school furniture such as damaged chairs, textbooks and others', 19.6% of the respondents signaled that they "always" and "frequently" committed themselves to that behavior, and 17.2% of the respondents 'look for sponsors for student activities.'

Table 6

Distribution of Responses to Items on Individual Initiative (%)

No.	Item	1	2	3	4	5
1.	Get involved in NGOs to provide benefits to students.	12.3	22.1	40.5	20.1	5.0
2.	Look for sponsors for student activities.	14.8	30.2	37.7	13.2	4.0
3.	Repair school furniture.	17.2	33.4	29.7	15.5	4.1
4.	Take part in students' celebrations.	8.5	26.2	43.3	19.3	2.7

1= Never   2= Rarely   3= Sometimes   4= Frequently   5= Always

Based on the results in Table 7, for item 'Consider the impact of action taken on the colleagues', 77.5% of the respondents indicated that they "always" and "frequently" committed themselves to this behavior. Items 'Ensure there is no problem with other teachers' and 'Do not need to be prompted to execute certain matters' were the next frequent behavior practices at 67.3% and 54% of the respondents, respectively. Meanwhile, 48.7% of the respondents 'do not exaggerate a problem/an issue.'

Table 7

Distribution of Responses to Items on Interpersonal Harmony (%)

No.	Item	1	2	3	4	5
1.	Do not exaggerate a problem/an issue	22.1	14.4	14.8	34.0	14.7
2.	Ensure there is no problem with other teachers.	17.8	7.4	7.4	37.7	29.6
3.	Do not need to be prompted to execute certain matters.	10.0	12.3	23.8	36.3	17.7
4.	Take into account the impact of action taken on the colleagues.	4.5	5.2	12.7	50.0	27.5

1= Never   2= Rarely   3= Sometimes   4= Frequently   5= Always

Discussion and Conclusion

The descriptive result of teachers' OCB revealed that the overall mean of OCB among teachers was 3.34. The level of teachers' OCB was divided into three categories: low, moderate, and high. The research findings revealed that most respondents exhibited a moderate level of OCB. This result differed from previous studies, which revealed that teachers exhibited high levels of OCB (Mohd Shah & Halim, 2018; Saraih et al., 2015). Furthermore, some other studies also showed a high level of OCB among teachers (AVCI, 2016). The results of this study are

different from previous studies (Mohd Shah & Halim, 2018; Saraih et al., 2015), which used the scale developed in the organizational setting, but similar to Jimmieson et al. (2010) as it used the new scale explicitly developed in the educational setting. DiPaola and Hoy (2005) stated that in most organizational studies, schools have been viewed as different from other organizations. Therefore, there is the possibility that some of the items were inappropriate for measuring teachers' OCB, especially in the Malaysian context. Lack of support from Malaysian previous studies for the level of teachers' OCB due to limited studies of teachers' OCB found in Malaysia.

Indeed, the four dimensions of OCB were analyzed separately in order to compare the distribution level of OCB in terms of civic virtue, individual initiative, interpersonal facilitation, and interpersonal harmony. The mean and SD for the four dimensions of OCB were as follows. The mean of civic virtue was 3.24 with SD of .61. The mean of interpersonal facilitation was 4.04 with SD of .63. The mean of individual initiative was 2.71 with SD of .78 and the mean of interpersonal harmony was 3.74 with SD of 1.06. The results showed that teachers exhibited more interpersonal facilitation (high level), followed by interpersonal harmony (high level), civic virtue (moderate level), and individual initiative (moderate level).

First, the level of interpersonal facilitation was high. This showed that teachers displayed more helpful acts in completing the task, cooperating with others, and improving the efficiency of colleagues' performance. This result was supported by Podsakoff et al. (2000). Two items of interpersonal facilitation that showed the highest percentage can justify why teachers exhibited more interpersonal facilitation. These items were 'make copies of school assignments using personal items such as printers and copiers' and 'willing to enter student information or exam results online outside working hours (at night, during holidays).' Both items showed that teachers behaved extra-role and performed beyond the prescribed job to complete the task. Teachers performed OCB as self-fulfillment and intended to get positive feedback from school administrators (Choong et al., 2019).

Second, the high level of interpersonal harmony showed that teachers presented a positive attitude toward others, which this behavior may create a conducive environment in school. The study result can be supported by three items of interpersonal harmony that showed the highest percentage of practicing the behavior (50% and above). These items were 'Consider the impact of action taken on the colleagues,' 'Ensure there is no problem with other teachers', and 'Do not need to be prompted to execute certain matters.' Interpersonal harmony refers to someone who pursues harmony for the sake of harmony and to avoid harmful behavior in the organization (Farh et al., 1997).

In addition, the findings revealed that teachers who receive good feedback from their colleagues tend to exhibit the same attitude toward them (Ismail et al., 2024). Interaction among colleagues involves exchanging social-emotion benefits, mutual trust, and commitment (Ababneh & Hackett, 2019). The feeling of fairness, trust, and appreciation will lead teachers to perform OCB in school. Teachers will care, appreciate, and be concerned for others in school if they receive the same emotions from their colleagues and school principals. This is what "an exchange-social emotion benefits" means.

Another factor that explains the high level of interpersonal harmony among teachers is the "reciprocity norm." The reciprocity norm is a crucial element in social exchange theory. This theory reveals that an individual tends to perform good behavior with an expectation to receive good feedback in terms of social relationships. Previous studies revealed that the reciprocity norm's presence in every society has its function, especially in social decision-making (Mahmoodi et al., 2018; Li et al., 2017; Stocks et al., 2016). Reciprocity norms may lead individuals to develop positive behaviors, including improving organizational work performance (Mahmoodi et al., 2018). The study also showed that reciprocity is a prevalent social norm in which people reciprocate to avoid negative experiences (Li et al., 2017), such as being ignored. For example, if an individual ignores others' advice, people might ignore his/her advice. In the context of exhibiting interpersonal harmony in school, teachers tend to think about the impact of actions taken on their colleagues as they expect the colleagues to think or be concerned for them, too. Teachers also attempt to avoid creating problems with other teachers to receive positive feedback from others.

Third, the moderate level of civic virtue showed that teachers were concerned about other teachers by exhibiting helping behavior in school. The study result can be supported by three items of civic virtue that showed the highest percentage of practicing the behavior. These items were 'assist new teachers in getting acquainted and adapting to the environment,' 'offer the provided class worksheets to colleagues', and 'assist a colleague who is absent by giving assignments for classroom learning.' People attempt to repay the benefits they receive from social relationships by helping others (Ismail et al., 2024; Zeinabadi, 2010). In the context of civic virtue, teachers with good relationships with others tend to demonstrate a high level of civic virtue. Teachers tend to demonstrate positive behavior when teachers' requirements for social relationships are met. However, environmental factors will affect the tendency of an individual's act to meet the needs (Koca, 2016). In other words, the level of civic virtue might also be influenced by environmental factors (Ismail et al., 2024). The results of this study showed that the teachers exhibited a moderate level of civic virtue.

Innovative and spontaneous behavior in justifying OCB (Organ et al., 2006). Two characteristics of innovative and spontaneous behavior define the meaning of civic virtue among teachers. These characteristics include cooperating with others, helping peers with heavy workloads, and volunteering constructive ideas to improve meeting presentation skills. Using this theory, civic virtue is seen as an extra-role behavior that arises from the feeling of citizenship. An individual who exhibits civic virtue expresses his/her moral character in attitude and feelings, which is the character of a good citizen (Chernyak-Hai & Tziner, 2021). Indeed, a sense of citizenship refers to a willingness to go the extra mile beyond the role's expectations (Katz & Kahn, 1978). In other words, it is voluntary behavior.

Fourth, although the study results showed a moderate level of individual initiative, it is notable that out of four, three items contributed to unique attributes of teachers' OCB in literature. These three items are 'get involved in NGOs to get student benefits', 'repair school furniture such as damaged chairs, textbooks and others', and 'look for sponsors for student activities.' Podsakoff et al. (2000) stated that the initiative of an individual comes with extra enthusiasm and effort to accomplish the work, which leads someone to perform beyond the call of duty. It is a proactive work behavior in which individuals overcome barriers to achieve a goal (Ohly & Schmitt, 2017). A moderate level of individual initiative showed that under

normal circumstances, teachers tend to exhibit other OCB behaviors related to formal duties such as teaching rather than school administration's work. They do not have time to help the school do some types of work, such as administrative work (repairing the school's facilities) or involvement with outsiders' activities (NGOs' activities and looking for sponsors). Therefore, those behaviors are seen as exceptional rather than standard practice, which could be the reason for teachers' moderate level of individual initiative.

The findings of this study indicated that teachers in Malaysia exhibit a moderate level of OCB. This information is useful for policymakers, HR practitioners, and school principals to work together to address the issue of teachers' OCB. Management may use the findings to formulate strategies to manage and effectively improve OCB among teachers, enhancing teachers' performance and school success.

Conclusion

Knowing the level of teachers' OCB is essential to teachers themselves in order to improve their awareness regarding their OCB in schools. It is also essential for policymakers, HR practitioners, school principals, and teacher supervisors to analyze the causes and set solutions to foster teachers' OCB. Indeed, school administrators may need to review their current strategies to encourage teachers exhibiting OCB concerning the dimensions of OCB. Moreover, identifying teachers' OCB levels allows school administrators and policymakers in the Ministry of Education to improve and manage teachers' OCB, enhancing it to create a healthy working environment and provide quality outcomes in school.

References

Ababneh, K. I., & Hackett, R. D. (2019). The direct and indirect impacts of job characteristics on faculty organizational citizenship behavior in the United Arab Emirates (UAE). Journal of Higher Education, 77, 19–36. https://doi.org/10.1007/s10734-018-0252-3.

AVCI, A. (2016). Investigation of teachers' perceptions of organizational citizenship behavior and their evaluation in terms of educational administration. Academic Research and Reviews, 11(7), 318-327. doi: 10.5897/ERR2016.2641.

Bateman, T. S., & Organ, D. W. (1983). Job satisfaction and good soldier: The relationship between effect and employee citizenship. Academy of Management Journal, 26, 587-595.

Chen, C. T., Hu, H. H., & King, B. (2018). Shaping the organizational citizenship behavior or workplace deviance: Key determining factors in the hospitality workforce. *Journal of Hospitality and Tourism Management, 35*, 1- 8. doi: https://doi.org/10.1016/j.jhtm.2018.01.003.

Chernyak-Haia, L., & Tziner, A. (2021). Attributions of managerial decisions, emotions, and OCB. The moderating role of ethical climate and self-enhancement. Journal of Work and Organizational Psychology, 37(1) 36-48. https://doi.org/10.5093/jwop2021a4.

Colquitt, J. A., LePine, J. A., & Wesson, M. J. (2009). Organizational behavior: Improving performance and commitment in the workplace. Singapore: McGraw-Hill, Inc.

Deery, S., Rayton, B., Walsh, J., & Kinnie, N. (2017). The cost of exhibiting organizational citizenship behavior. Human Resource Management, 56(6), 1039-1049.

Dipaola, M. F. & Neves, P. M. M. (2009). Organizational citizenship behaviors in American and Portuguese public schools measuring the construct across cultures. Journal of Educational Administration, 47(4), 490-507.

Eddleston, K. A., Kellermanns, F. W., & Kidwell, R. E. (2018). Managing family members: How monitoring and collaboration affect extra-role behavior in family firms. Human Resource Management, 57(5). 957–977.

Fan, Q., Wider, W., & Chan, C. K. (2023). The brief introduction to organizational citizenship behaviors and counterproductive work behaviors: a literature review. Frontiers in Physchology. Front. Psychol. 14:1181930. doi: 10.3389/fpsyg.2023.1181930.

Gupta, N., & Sharma, V. (2018). Relationship between leader member exchange (LMX), high-involvement HRP and employee resilience on extra-role performance: Mediating role of employee engagement. Journal of Indian Business Research. 10(2), 126-150. https://doi.org/10.1108/JIBR-09-2017-0147.

Hajovsky, D. B., Chesnut, S. R., & Jensen, K. M. (2020). The role of teachers' self-efficacy beliefs in the development of teacher-student relationships. Journal of School Psychology, 82, 141–158. doi: https://doi.org/10.1016/j.jsp.2020.09.001.

Hoffman, B. J., Blair, C. A., Meriac, J. P., and Woehr, D. J. (2007). Expanding the criterion domain? A quantitative review of the OCB literature. Journal of Applied Psychology, 92(2), 555–566.

Ismail, S., Sabri, A. N., Nawi, N. R. C. (2024). The effect of organizational climate on Organizational Citizenship Behavior (OCB): A Study on a private company in Malaysia. International of Academic Research in Business and Social Science, 14(6), 566-578. http://dx.doi.org/10.6007/IJARBSS/v14-i6/21534.

Ismail, S., Ismail, I. A., Omar, Z., Alias, S. N., & Md Rami, A. A. (2021a). School climate and its influence on Organizational Citizenship Behavior: A theoretical framework. International Journal of Academic Research in Business and Social Sciences, 11(6), 410–424. http://dx.doi.org/10.6007/IJARBSS/v11-i6/9926.

Ismail, S., Omar, Z., Ismail, I. A., Alias, S. N., & Md Rami, A. A. (2021b). Item Generation Stage: Teachers' Organizational Citizenship Behavior. Pertanika Journal of Social Science & Humanities, 29 (4), 2503 – 2523. doi:https://doi.org/10.47836/pjssh.29.4.23.

Jimmieson, N. L., Hannam, R. L., & Yeo, G. (2010). Teacher organizational citizenship behaviors and job efficacy: Implications for student quality of school life. British Journal of Psychology, 101(3), 453–479. https://doi.org/10.1348/000712609X470572.

Koca, F. (2016). Motivation to Learn and Teacher–Student Relationship. Journal of International Education and Leadership, 6(2), 1–20.

Li, X., Zhu, P., Yu, Y., Zhang, J., & Zhang, Z. (2017). The effect of reciprocity disposition on giving and repaying reciprocity behavior. Journal of Personality and Individual Differences, 109, 201–206. http://dx.doi.org/10.1016/j.paid.2017.01.007.

Mansor, A., Darus, A. & Dali, M. H. (2013). Mediating effect of self-efficacy on self-leadership and teachers' organizational citizenship behavior: A conceptual framework. International Journal of Economics, Business and Management Studies, 2(1), 01-11.

Mohd Shah, N. F., & Halim, F. W. (2018). The influence of the five factor personality upon Organisational Citizenship Behaviour (OCB) among teachers. Jurnal Psikologi Malaysia, 32(2), 1-11 ISSN-2289-817.

Mahmoodi, A., Bahrami, B. & Mehring, C. (2018). Reciprocity of social influence. Nature Communication, 9(2474), 1-9. https://doi.org/10.1038/s41467-018-04925-y.

Ng, T. W. H., Lam, S. S. K. & Feldman, D. C. (2016). Organizational Citizenship behavior and counterproductive work behavior: Do males and females differ? Journal of Vocational Behavior, 93, 11-32. https://doi.org/10.1016/j.jvb.2015.12.005.

Ocampo, L., Acedillo, V., Bacunador, A. M., Balo, C. C., Lagdameo, Y. J., & Tupa, N. S. (2018). A historical review of the development of organizational citizenship behavior (OCB) and its implications for the twenty-first century. Personnel Review, 47(4), 821-862. doi: https://doi.org/10.1108/PR-04-2017-0136.

Ohly, S., & Schmitt, A. (2017). Work design and proactivity. In S. K. Parker, & U. K. Bindl (Eds.), Proactivity at work: Making things happen in organizations (pp. 387–410). New York: Routledge.

Organ, D. W., Podsakoff, P. M., & MacKenzie, S. B. (2006). Organizational citizenship behavior: Its nature, antecedents, and consequences. USA: Sage Publications, Inc.

Oplatka, I., & Stundi, M. (2011). The components and determinants of preschool teacher organisational citizenship behaviour. International Journal of Educational Management, 25(3), 223-236.

Podsakoff, P. M., Mackenzie, S. B., Paine, J. B., & Bachrach, D. G. (2000). Organizational citizenship behaviors : A Critical review of the theoretical and future research. Journal of Management, 26(3), 513–563.

Saraih, U. N., Ali, H., & Khalid, S. A. (2015). The development of teachers' career in relationship to OCB and justice: A study in Malaysia. Asian Social Science, 11(24), 62-71.

Stocks, E. L., Mirghassemi, F., and Oceja, L. V. (2016). How is your day going? Reciprocity norm in everyday communication. International Journal of Psychology, 1–9. doi: 10.1002/ijop.12369.

Vigoda-Gadot, E., Beeri, I., Birman-Shemesh, T. & Somech, A. (2007). Group level organizational citizenship behavior in the education system: a scale of reconstruction and validation. Educational Administration Quarterly, 43(4), 462–493.

Zeinabadi, H. (2010). Job satisfaction and organizational commitment as antecedents of Organizational Citizenship Behavior (OCB) of teachers. Procedia Social and Behavioral Sciences, 5, 998–1003. doi:10.1016/j.sbspro.2010.07.225.