



**UNIVERSITI PUTRA MALAYSIA**

***RELATIONSHIP BETWEEN JOB SATISFACTION, CAREER  
COMMITMENT AND ORGANISATIONAL CITIZENSHIP BEHAVIOUR  
AMONG PRIMARY SCHOOL TEACHERS IN KUALA LUMPUR,  
MALAYSIA***

**KANTHA DEVI A/P SUBRAMANIAM**

**FPP 2019 3**



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MALAYSIA**

By

**KANTHA DEVI A/P SUBRAMANIAM**

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

**March 2019**

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Abstract of thesis presented to the Senate of Universiti Putra Malaysia in  
fulfilment of the requirement for the degree of Master of Science

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**March 2019**

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**Faculty : Educational Studies**

In the growing demand of the teaching job and the teachers' responsibility, the research on teachers' organisational citizenship behavior might be beneficial to identify the factors that can cultivate this behavior and might be beneficial to identify areas of improvement. Therefore, the objective of the study is to examine the relationship between career commitment and job satisfaction as the two factors to study organisational citizenship behavior among primary school teachers. Even though the measures of job satisfaction, career commitment and organisational citizenship behavior been the research focus of numerous studies, there are limited studies conducted among primary school teachers, especially in Malaysia.

Analysis of the relevant literature suggests that there are variety of factors that influenced workers' organisational citizenship behavior across countries given the multitude of organisational commitment and job satisfaction. This study seeks to explore and understand the relationship between organisational citizenship behavior, career commitment and job satisfaction among primary school teachers from a Malaysian perspective. A quantitative survey was done using a self-administered questionnaire to gather data and information. Pilot test using the research instrument was administered prior to actual data gathering and it showed that the research instrument was safe to be administered to the selected sample.

In this study, 370 primary school teachers were selected from primary schools in Kuala Lumpur using two-stages cluster sampling technique.

Organisational citizenship behaviour was measured using instrument developed by Somech and Drach-Zahavy (2000). Meanwhile, career commitment was measured using Career Commitment Scale developed by Blau (1989) and Job Satisfaction Index developed by Schriesheim and Tsui (1980) was used to measure job satisfaction.

Based on the findings, the result revealed that both career commitment and job satisfaction have positive significant influence on organisational citizenship behavior. Job satisfaction is found to be having greater influence towards the organisational citizenship behaviour of primary school teachers as compared to the career commitment. This study also provides insights and suggestions for future research on organisational citizenship behavior using other determinants.



Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia  
sebagai memenuhi keperluan untuk ijazah Master Sains

**HUBUNGAN ANTARA KEPUASAN KERJA, KOMITMEN KERJAYA DAN  
PERLAKUAN KEWARGANEGARAAN ORGANISASI DI KALANGAN  
GURU-GURU SEKOLAH RENDAH DI KUALA LUMPUR, MALAYSIA**

Oleh

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Permintaan yang semakin meningkat terhadap tugas pengajaran dan tanggungjawab guru, kajian terhadap tingkah laku kewarganegaraan organisasi guru mungkin memberi manfaat untuk mengenal pasti faktor-faktor yang boleh memupuk tingkah laku ini dan mungkin memberi manfaat untuk mengenal pasti bidang penambahbaikan. Oleh itu, objektif kajian ini adalah untuk mengkaji hubungan antara komitmen kerjaya dan kepuasan kerja kerana kedua-dua faktor untuk mengkaji tingkah laku kewarganegaraan organisasi di kalangan guru-guru sekolah rendah. Walaupun langkah-langkah kepuasan kerja, komitmen kerjaya dan tingkah laku kewarganegaraan organisasi menjadi tumpuan penyelidikan banyak kajian, kajian yang dijalankan di kalangan guru-guru sekolah rendah adalah sangat terhad, terutamanya di Malaysia.

Analisis kesusasteraan yang relevan menunjukkan bahawa terdapat pelbagai faktor yang melampaui tingkah laku kewarganegaraan organisasi pekerja di seluruh negara merangkumi komitmen organisasi dan kepuasan kerja. Kajian ini bertujuan untuk meneroka dan memahami hubungan antara tingkah laku kewarganegaraan organisasi, komitmen kerjaya dan kepuasan kerja di kalangan guru sekolah rendah dari perspektif Malaysia. Tinjauan kuantitatif dilakukan dengan menggunakan soal selidik sendiri untuk mengumpul data dan maklumat. Ujian uji menggunakan instrumen penyelidikan telah ditadbir sebelum pengumpulan data sebenar dan menunjukkan bahawa instrumen kajian adalah selamat untuk diberikan kepada sampel yang dipilih.

Dalam kajian ini, 370 guru sekolah rendah dipilih dari sekolah rendah di Kuala Lumpur menggunakan teknik pensampelankluster dua peringkat. Tingkahlaku kewarganegaraan organisasi diukur menggunakan instrumen yang dibangunkan oleh Somech dan Drach-Zahavy (2000). Di samping itu, komitmen kerjaya diukur menggunakan Skala Komitmen Kerjaya yang dikembangkan oleh Blau (1989) dan Indeks Kepuasan Kerja yang dibangunkan oleh Schriesheim dan Tsui (1980) digunakan untuk mengukur kepuasan kerja.

Berdasarkan penemuan ini, hasilnya menunjukkan bahawa komitmen kerjaya dan kepuasan kerja mempunyai pengaruh positif terhadap tingkah laku kewarganegaraan organisasi. Kepuasan kerja didapati mempunyai pengaruh yang lebih besar terhadap tingkah laku kewarganegaraan organisasi guru sekolah rendah berbanding komitmen kerjaya yang ditunjukkan oleh guru. Kajian ini juga memberikan pandangan dan cadangan untuk penyelidikan masa depan mengenai tingkah laku kewarganegaraan organisasi menggunakan penentu lain.

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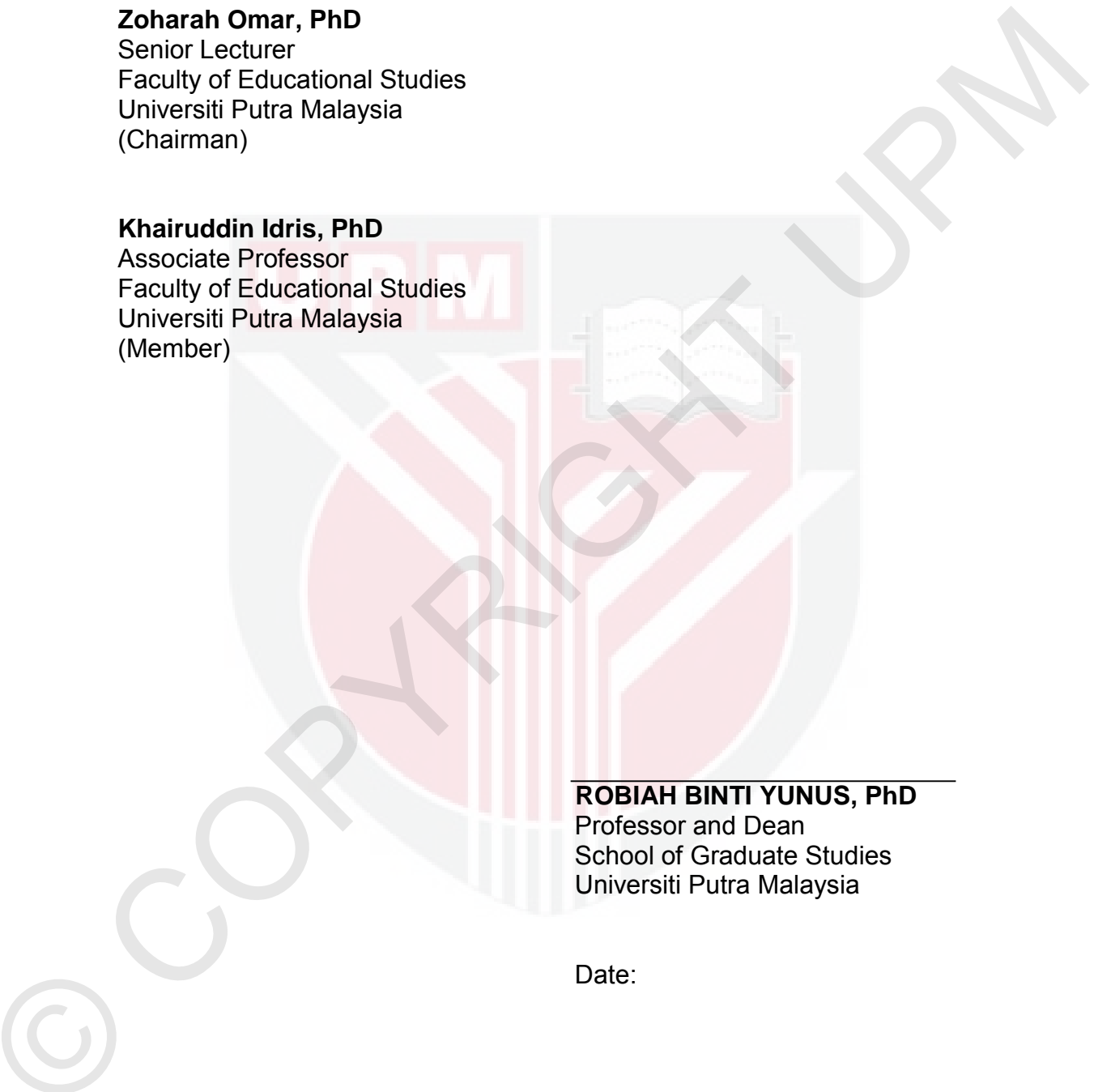
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## TABLE OF CONTENTS

	Page
<b>ABSTRACT</b>	i
<b>ABSTRAK</b>	iii
<b>ACKNOWLEDGEMENTS</b>	v
<b>APPROVAL</b>	vi
<b>DECLARATION</b>	viii
<b>LIST OF TABLES</b>	xiii
<b>LIST OF FIGURES</b>	xiv
<b>LIST OF ABBREVIATIONS</b>	xv
<b>CHAPTER</b>	
<b>1 INTRODUCTION</b>	1
Background of the Study	1
The Eleventh Malaysia Plan (2016-2020)	3
Statement of Problem	4
Research Objectives	6
General Objective	6
Specific Objectives:	6
Significance of Research	6
Scope and Limitations of Study	8
Assumptions	8
Definition of Terms	9
<b>2 LITERATURE REVIEW</b>	10
Introduction	10
Organisational Citizenship Behaviour	10
Organisational Citizenship Behaviour in School	11
Job Satisfaction	13
Job Satisfaction and Organisational Citizenship Behaviour	14
Career Commitment	15
Career Commitment and Organisational Citizenship Behaviour	16
Social Cognitive Theory	19
Chapter Summary	20
<b>3 RESEARCH METHODOLOGY</b>	22
Introduction	22
The Research Framework	22
Research Design	23
Research Hypotheses	24
Population and Sampling	24
Population	24
Sample Size and Cohen's Formula	24
The Sampling Procedure	25
Instrumentation	27

	Questionnaire	27
	The Bilingual Questionnaire	27
	Operationalisation and Measurement	28
	Organisational Citizenship Behaviour	28
	Job Satisfaction (X <sub>1</sub> )	29
	Career Commitment (X <sub>2</sub> )	29
	Demographic Information	29
	Pilot Study of Research Instrument	29
	Reliability and Validity	30
	Reliability	31
	Content Validity	32
	Data Collection Procedures	32
	Data Analysis	33
	Data Analyses for Specific Research Objectives	34
	Chapter Summary	36
<b>4</b>	<b>FINDINGS AND DISCUSSION</b>	<b>38</b>
	Introduction	38
	Personal and Professional Profiles of the Respondents	38
	Research Objective 1: To Determine the Level of Job Satisfaction among Primary School Teachers	40
	Research Objective 2: To Determine the Level of Career Commitment among Primary School Teachers	41
	Research Objective 3: To Determine the Level of Organisational Citizenship Behaviour among Primary School Teachers	42
	Research Objective 4: To Determine the Relationship between Job Satisfaction, Career Commitment and Organisational Citizenship Behaviour among Primary School Teachers	42
	Research Objective 5: To Determine which of the Factors Contribute Most to Organisational Citizenship Behaviour among Primary School Teachers	45
	Chapter Summary	48
<b>5</b>	<b>SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS</b>	<b>49</b>
	Introduction	49
	Summary	49
	Methodology	51
	The Findings of the Study	51
	Conclusions	52
	Implications	53
	Implications for Theory	53
	Implications for Practice	54
	Primary school teachers	54
	Teachers' Training Institute	54
	The Contributions of the Study to Human Resource Development (HRD)	55

Recommendations	55
Recommendations for Practice	55
Recommendations for Future Research	56
<b>REFERENCES</b>	<b>57</b>
<b>BIODATA OF STUDENT</b>	<b>74</b>



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## LIST OF TABLES

<b>Table</b>		<b>Page</b>
1	Sample Size, Confidence Levels and Sampling Error	25
2	Number of Primary Schools in Kuala Lumpur based on zones (2015)	26
3	Sampling Procedure	26
4	Number of Questionnaires Returned	27
5	Reliability Estimates for the Instruments in the Pre-test (n=30)	30
6	Test of Normality of Variables	34
7	Guildford's Rule of Thumb	36
8	Summary of Data Analyses	37
9	Sample Compositions by Demographic Characteristics (n=370)	39
10	Level of Job Satisfaction (n=370)	40
11	Level of Career Commitment (n=370)	41
12	Level of Organisational Citizenship Behaviour (n=370)	42
13	Pearson Correlation Coefficients of Relationship between the Job Satisfaction, Career Commitment and Organisational Citizenship Behaviour	43
14	Summary Results of the Relationship between the Job Satisfaction, Career Commitment and Organisational Citizenship Behaviour	45
15	Overall Hypotheses	45
16	Estimates of Coefficients for Organisational Citizenship Behaviour	46

## LIST OF APPENDICES

<b>Appendix</b>		<b>Page</b>
A	The Letter of Application to EPRD	64
B	The Letter of Application to EPRD	65
C	The Letter of Approval from Kuala Lumpur Education Department	66
D	The Research Questionnaire	67





## LIST OF ABBREVIATIONS

CC	Career Commitment
EDA	Exploratory Data Analysis
EPRD	Educational Planning and Research Division
HRD	Human Resource Development
JS	Job Satisfaction
KDPM	Kursus Diploma Perguruan Malaysia
KPLI	Kursus Perguruan Lepas Ijazah
MLR	Multiple Linear Regression
MoE	Ministry of Education
OCB	Organizational Citizenship Behaviour
SPSS	Statistical Package for the Social Sciences

## CHAPTER 1

### INTRODUCTION

#### Background of the Study

Education is a service industry in which many of those who foresee the occupation do so because of a sense of “calling to the profession” (Hansen, 1995). This calling has become an important factor for schools in maintaining quality teachers, with lesser pay than other comparable professions in other sector and industries. Many teachers are not in the profession for the money but rather for other hidden benefits such as the sense of having an influence or impact on the life and/or success of their students (Oplatka, 2006). Creating a culture or an atmosphere that encourages organisational citizenship behaviour (OCB) is a benefit for these schools (DiPaola & Hoy, 2005).

The importance for education will not diminish, as the population increases and more children are sent into primary school to learn the fundamentals of education. Education remains the single most important sector for any nations in the world. The 11<sup>th</sup> Malaysian plan has given great emphasis on the education excellence and human capital development as fundamental to become high income nation. As such, the primary school teachers holds the key and plays an extremely vital role to pass on knowledge and values to children, prepare them for further education and for working life and are main contributors to good education as aspired by any government or nation (Toremén, 2011). They also play a main role as determiner in planning, applying and evaluating the teaching period (Sonmez, 2010).

In Malaysia, primary school teachers are typically responsible for teaching children from standard one until standard six. They play an important role in developing a child’s intellect and work habits, as primary school is the first time most children are in a strictly educational environment. While pre-kindergarten and kindergarten classes do teach children some basic skills and knowledge, primary school immerses children in the educational environment they will be experiencing until graduation from high school. Primary school teachers usually have one class of students that they will teach various subjects to for the entire school year. Subjects include mathematics, reading and writing, art, music, physical education and science.

Teaching is a complex and demanding profession. To sustain their energy and enthusiasm for the work, teachers need to maintain their personal commitment to the job (Day, 2000). It is widely recognised that the role of the teacher has intensified, and teachers are needing to adapt to

'bureaucratically driven escalation of pressures, expectations and controls concerning what teachers do and how much they should be doing within the teaching day' (Hargreaves, 1994, p.108). At a time when education is in constant flux, teachers are expected to incorporate reforms on a number of levels into their daily practice. The reform agenda has created an environment where those who wish to survive and thrive must become involved in an 'increased rate of personal adaptation and professional development' (Day, 2000, p.125). Teachers must be willing to experience steep learning curves and invest personal time and energy to translate the on-going reforms successfully into effective practice. Professional commitment appears to be highly influential for not only a teacher's success during times of change but also for systems in seeking to bring about change. The expectation on teachers to respond to current reform initiatives influences their professional lives in a number of ways.

At the same time, Demerouti (2017) reports that this increase in workload, for many teachers, has spilled over into their personal lives. To make the required personal investments to adapt to these increased expectations, teachers' need to divert scarce personal resources away from areas of life, such as family to professional priorities. Demerouti (2017) reports that around 40% of teachers' partners felt that teaching-related issues impact on the personal lives of their families. These issues include the general over work, the unrealistic demands of school and disruptions to personal lives by work expectations (Demerouti, 2017). It is apparent, therefore, that many teachers are currently walking a fine line in the way that they are attempting to manage the balance between personal commitments at home and their commitment to teaching.

Since teachers can affect how students perceive the lessons taught, it has been found that teachers who showed passion towards the course materials and students can affect a positive learning experience towards the course materials (Anderson, 2017). On teacher evaluations, it was found that teachers who have a positive disposition towards the course content tend to transfer their passion to receptive students. These teachers do not teach by rote but attempt to find new invigoration for the course materials on a daily basis. One of the difficulties in this approach is that teachers may have repeatedly covered a curriculum until they begin to feel bored with the subject which in turn bores the students as well. Hence, this leads to low morale, reduce the effectiveness and reduce the commitment to the profession (Klassen et al., 2012).

Many researches have been conducted globally on teacher motivation, job satisfaction, commitment and passion. Anyhow this study will explore the relationship between job satisfactions, career commitment and organisation citizenship behaviour among the primary school teachers in Malaysia. Somech and Drach-Zahavy (2000) defined OCBs as those behaviours that go beyond specified role requirements, and are directed toward the

organisation as a unit, the team, and the individual, in order to promote organizational goals. Hence, this study aims to explore the whether or not organisational citizenship behaviour of a teacher is being influenced by career commitment and job satisfaction.

This definition of teachers' OCB stresses three main features of extra-role behaviour. First, the behaviour must be voluntary, that is, neither role-prescribed nor part of formal job duties. Second, the focus is on behaviours that do not simply happen in an organization but are directed toward or seen as benefiting the organisation (Van Dyne et al., 1995). Third, by this definition OCB is multidimensional by nature. Although most scholars agree on the multidimensionality of this construct, a review of the literature reveals a lack of consensus about its dimensionality.

Changes and amendments in educational policies have affected both the function of schools and the role of teachers. Moreover, teachers are now expected not only to comply with schools' rules and regulation, but also to exhibit proactive behaviours for enhancing the school's ability to adapt to these environmental changes (Somech & Oplatka, 2014). Positive behaviours are needed as it will also improve the performance of teachers and bring positive results for the school (Keskin, 2013). Organisational citizenship behaviour (OCB) is an important aspect among teachers in order to adapt the changes and amendments. This subject is even more important for education organisations for education organisations are the places where extra role behaviours of workers are much required (Yilmaz, 2015). Teachers are not only seen as imparters of knowledge but also to shoulder responsibility to mould and shape a better citizenry. Based on this, the Malaysian Ministry of Education encourages her teachers to perform effectively as this could positively contribute towards the overall improvement of the schools (Jamil, Hazri & Reena, 2018). Therefore, this study is conducted to provide an insight into factors associated with organisational citizenship behaviour among primary school teachers in Malaysia.

### **The Eleventh Malaysia Plan (2016-2020)**

During the Eleventh Malaysia Plan (2016 - 2020), the Government has developed approach in creating a better education system by adopting integrated human capital and talent development approach. This approach emphasizes on education in all stages beginning with early childhood education, basic education, tertiary education, and continues on till adulthood to benefit professional careers. In ensuring that the plan be properly executed, good quality teachers are needed especially those who are able to go beyond specified role requirements.

To encourage more qualified applicants to be teachers, the Government has elevated four value propositions whereby teaching is projected as (i) Financially rewarding: To ensure that even at the start of teaching career, the starting salary should be able to compete with other highly paid professions; (ii) Career-building: Teaching should be seen as a promising career where teachers can develop and have good career prospects in the long term; (iii) Prestigious: Teaching should be seen as a part of an elite group of profession with standardized evaluation and selection process, in order to be classified as prestigious; and (iv) Nation-building: Teachers are part of the pillars in developing future leaders and producing professionals to drive Malaysia towards becoming a rich and prosperous nation (Malaysia, 2016).

### **Statement of Problem**

Prior studies have shown that for the last two decades, organisational citizenship behaviour (OCB) has been a major construct in the fields of psychology and management and has received a great attention in the literature (Bateman & Organ, 1983; Niehoff & Moorman, 1993; Organ & Ryan, 1995; Podsakoff, MacKenzie, Paine, & Bachrach, 2000). According to Organ (1988), the studies showed that OCB is an important factor that can contribute to the survival of an organisation. Therefore, it is crucial to know and understand the variables that significantly and positively aid in creating this behaviour within the organisation. Researchers (Organ, 1997; Organ & Lingl, 1995; Organ & Moorman, 1993; Penner, Midili, & Kegelmeyer, 1997; Tang & Ibrahim, 1998) have found that employee satisfaction, organisational commitment, organisational justice, career development, age, tenure, personality, motivation, leadership and leadership behaviour all impact and affect citizenship behaviour within an organisation.

The extant management literature suggests that OCB affects overall organisational effectiveness (Walz & Niehoff, 1996) and that managers often consider OCB when evaluating employee performance and determining promotions and pay increases (Podsakoff & MacKenzie, 1997). Thus, employees who engage in citizenship behaviour are expected to have higher levels of job satisfaction and career commitment than employees who do not. Furthermore, it is suggested that these higher levels of OCB may lead to increased productivity and, consequently, higher profitability. Despite the growing interest in OCB, most researches have focused on a limited range of possible antecedents. For instance, Organ and Ryan (1995) conducted a meta-analytic review of 55 studies of OCB. Their review focused on job attitudes such as fairness, organisational commitment, leadership consideration and personality variables. Some studies have concluded that one aspect of job attitude, job satisfaction, is a good predictor of employee performance. Unfortunately, industrial and organisational psychologists have not found strong empirical evidence to

support a satisfaction-productivity relationship. Although job satisfaction and career commitment has been examined by researchers interested in task performance (Sesen & Basim, 2012), little is known about how both job satisfaction and career commitment variables influence OCB among teachers. The relationships between job satisfaction, career commitment and organisational citizenship behaviour have been studied numerous times in various organisations. Yet the study among primary school teachers is still limited. Therefore, this study is designed to measure the relationships between job satisfaction, career commitment and organisational citizenship behaviour among primary school teachers in Malaysia.

It is known that understanding teachers' motivation to choose teaching as their career is found to be significantly related to the teaching quality, engagement, and the level of commitment shown towards the profession (e.g., Neves de Jesus & Lens, 2005). Teacher quality is the most recognised measure that influences student performance, achievement and success in schools (Goh & Blake, 2015). As mentioned by Jala (2010) teacher quality in the education system in Malaysia needs to be improved and teachers also have to go beyond their existing role expectations to be effective and innovative in performing their role as teachers (Economic Planning Unit, 2008). Malaysia appears to have lost some ground in terms of the quality of its teachers (High-Performing Education, 2013) as compared to some other Asian countries like Hong Kong and Singapore. Teaching and Learning International Survey (TALIS) conducted in 2009 revealed that Malaysia had higher than average percentage of school principals who reported the lack of qualified teachers as a factor hindering elevation and improvement of quality in the education system. Therefore, in spite of a great number of teachers in the Malaysian education system, schools still face shortage of dedicated qualified teachers.

There were many studies carried out to understand the factors that influence ones organisational citizenship behaviour (Hackman, 1980; Podsakoff, MacKenzie, Paine, & Bachrach, 2000). Analysis of literature has provided various information from related studies. However, many of these studies discussed the factors influencing organisational citizenship behaviour in professional business industries, not in teaching (Bettencourt, Gwinner, and Meuter (2001); Lingam, 2010). Ling (2016) further added that even though teacher education includes a degree of practical elements, many prospective teachers still do not fully understand that teaching is just one part of the many different roles expected of them. Hence, the researcher believes that to closely study the importance of the factors that contributes to boost the organisational citizenship behaviour among primary school teachers which can give added value to the existing body of knowledge in this area as the future and career of the students depends on behaviours and actions of the school teachers (Ule & Raymond, 2015).

Upon further examination of relevant literature, it was noted that there is a paucity of research on OCBs of primary school teachers in schools (Jimmieson, Hannam & Yeo, 2010; Paramasivam, 2015). Very few studies focused on understanding the factors the relationship between job satisfaction, career commitment and organisational citizenship behaviour in the context of school teachers in Malaysia. Some scholars have explored OCBs of teachers but these studies are conducted in Arab, Israel and also India (Belogolovsky , 2010; Paramasivam, 2015). They have not studied OCB on the basis of primary school teachers of these behaviors.

Consequently, this study has attempted to fill in the knowledge gaps in the context of organisational citizenship behaviour among primary school teachers, especially from the Malaysian perspective.

## **Research Objectives**

### **General Objective**

The main objective of the study is to determine the relationship between job satisfaction, career commitment, and organisational citizenship behaviour among primary school teachers in selected primary schools in Kuala Lumpur.

### **Specific Objectives:**

The specific objectives of this study are:

1. To determine the level of job satisfaction among primary school teachers.
2. To determine the level of career commitment among primary school teachers.
3. To determine the level of organisational citizenship behaviour among primary school teachers.
4. To determine the relationship between job satisfactions, career commitment and organisational citizenship behaviour among primary school teachers.
5. To determine which of the factors contribute most to organisational citizenship behaviour among primary school teachers.

## **Significance of Research**

The study provides insight of the organisational citizenship behaviour among primary school teachers and the influence of job satisfaction and

career commitment on teachers' organisational citizenship behaviour. Investigating such relationship yields information that will add to the body of knowledge in the field of primary education success. Successful organisations need employees who will do more than their usual job duties and provide performance that is beyond expectations. This is important given that the quality of a school also depends on the quality of its teachers (MoE, 2012).

Organisational citizenship behaviours (OCB) describe actions in which employees are willing to go above and beyond their prescribed role requirements. An awareness of such a relationship could enhance educational practice and may add to the understanding of the psychological aspects of organisational citizenship behaviour among primary school teachers. By understanding the variables involved, the stakeholders in the education will be able to strategize their policies in developing the organisational citizenship behaviour.

Kidwell et al (1997) pointed out that positive organisational citizenship behaviour of employees contributes largely to organisational effectiveness and performance. Nemeth and Staw (1989) have also emphasized that organisational citizenship behaviour can be extremely valuable to organisations and can contribute to performance and competitive advantage. The quality of teacher is directly related to school improvement and the quality of education provided (Hanushek & Rivkin, 2013). The level of teachers' OCB is considered to be as a key factor in the success of current educational reform agenda as it heavily influences teachers' willingness to engage in cooperative, reflective and critical practice. This study conducts a research on the direct relationships as well as the indirect effects of the antecedents of OCB which are job satisfaction and career commitment upon organisational citizenship behaviour.

This study aims to provide significant insights about the relationships of job satisfaction and career commitment upon OCBs in eliciting employee citizenship behaviours that are proven to impact overall organizational success (Walz & Niehoff, 1996; Organ, 1991; Podsakoff & Mackenzie, 2000). Thus, this study sought to adapt the theoretical concept of OCB to the field of education whereby the study outcomes can serve to facilitate greater understanding among the stakeholders in schools of those voluntary, discretionary, non-required contributions that relate to teacher career commitment and teacher job satisfaction.

With attention to organisational citizenship behaviour in the educational setting, the study has both theoretical and practical contributions. From the theoretical aspect, this study will provide insight into the impact of OCB upon the teacher him/ herself and the organisation in which the teacher performs OCB. This kind of behaviour is critical to organisational



functioning because it reduces the need to allocate scarce resources to the maintenance function within organisations (Bolino, 2002; Sangsook, 2009).

On the practical level, due to schools' dependency on teachers who are committed to school goals and objectives and more willing to exert considerable effort beyond minimal formal role expectations (Somech and Bogler, 2002), it is becoming important to trace the benefits of OCB for teachers and schools. After all, what happens to an employee after performing OCBs may affect his/her propensity to perform them again (Reed and Kidder, 2005). Therefore, this study might provide the policy makers and school leaders with the perceived benefits of teacher OCB, thereby enabling them to a system of moral and personal incentives to persuade them to perform OCBs in school.

### **Scope and Limitations of Study**

This study has its limitation whereby it was conducted on a population comprising 357 primary school teachers who are teaching in selected primary schools in Kuala Lumpur. The selected schools were from all the four zones available in Kuala Lumpur which is Pudu, Bangsar, Keramat and Sentul. Teachers were selected from certain schools to respond to the questionnaires. The sample size was determined using Cohen's Formula (2003).

Another limitation for this research is the fact that the teachers were given a limited time frame to complete and return the questionnaires. There could be probabilities that the questionnaires have not been properly attended due to this constraint. To reduce the limitations in this research, briefings regarding the instructions in the questionnaire were given to the person in charge in each participating school.

### **Assumptions**

The primary assumption made in this study is that the subjects (namely, the primary school teachers selected as respondents) were assumed to be honest and truthful in their responses. This assumption is important in order to obtain a valid set of data to answer the research objectives. Knowing the majority of the population in Malaysia are Malays this questionnaire, however, was translated into a bilingual questionnaire in order to accommodate teachers who are more fluent in their mother tongue.

## Definition of Terms

“Job satisfaction” refers to a feeling of fulfilment or enjoyment that teachers derive from their teaching task.

“Career commitment” refers to a teacher’s level of commitment towards teaching.

“Organisational citizenship behaviour” refers to the behaviours of teachers that exceed their contractual obligations and extend beyond the call of teaching role.

“Primary school” refers to a school in which children receive primary or elementary education from the age of about seven to twelve, coming after preschool and before secondary school.

“Primary school teacher” refers to a teacher who teaches the children who are between Year 1 to Year 6 in primary schools in Malaysia.

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