



UNIVERSITI PUTRA MALAYSIA

**ANTECEDENTS OF ORGANIZATIONAL CITIZENSHIP BEHAVIOUR AND
MEDIATING ROLE OF AFFECTIVE COMMITMENT AMONG SUPPORT
STAFF OF RESEARCH UNIVERSITIES IN MALAYSIA**

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AND MEDIATING ROLE OF AFFECTIVE COMMITMENT
AMONG SUPPORT STAFF OF RESEARCH
UNIVERSITIES IN MALAYSIA**

By

ROSAFIZAH MOHAMED IDRUS

**Thesis Submitted to the School of Graduate Studies, Universiti Putra
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Philosophy**

November 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 Doctor of Philosophy

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Presently, there is a greater emphasis on exploring positive human resource strengths to address the workplace challenges in order to amplify organizational performance. Resilience, self-efficacy, organizational support and affective commitment are part of personal and work-related factors that contribute to positive human resource strengths that relates to desired attitudes, behaviors, and performance such as organizational citizenship behavior (OCB). OCB is a unique aspect of employee's behaviors in the workplace which is regarded as one of the important requirements and prerequisite for organizational effectiveness, efficacy, productivity and performance. OCB is crucially needed in every organization, including in higher education setting. For this reason, the purpose of this study is to examine the underlying relationship between resilience, self-efficacy, organizational support and affective commitment with two dimensions of OCB and evaluated as to whether the behaviors are inclined towards individuals (OCBI) or organization (OCBO).

This study adopted quantitative research paradigm employing correlational research methodology. The unit of analysis is the individual support staff. The sample comprised of 487 respondents consists of support staff from five Research Universities (RUs) in Malaysia. IBM SPSS version 25 Statistical Package and the Structural Equation Modeling (SEM) with Analysis of Moment Structures (AMOS) was used to analyze the data. The finding indicated that these staff possess high level of resilience, self-efficacy, affective commitment and OCBO whilst moderate to high level of organizational support and OCBI.

The result also showed that all constructs were related positively to OCBI whereby, only three constructs namely resilience, self-efficacy and affective commitment were positively related to OCBO. The result has shown that affective commitment mediated the relationship between self-efficacy and organizational support with OCBI and OCBO but then it was not an underlying factor to explain the relationship between resilience with OCBI and OCBO.

Results from this study provided empirical evidence that relational theories (Social Cognitive Theory, Social Exchange Theory, Resilience Theory and Self-Efficacy Theory) were fit thereby applicable in the explanation of significant contribution of personal and work-related factors that have great influence to the willingness of the staff extending extra effort voluntarily beyond their official job description which eventually benefit the RUs in the long run. These respective staffs can be assisted to reach their ultimate potentials and continue in contributing to the attainments of the respective RUs by providing the proper ambience and support thus, ensuring optimization of human resources in the RUs practiced. Consequently, it is essential for the respective RUs to offer the correct environment and equipped with ample opportunities in encouraging growth and development of their staff. This will underpin the Human Resource Development (HRD) in managing the ready and potential staffs strategically. As these are means and ways to motivate, improve and improvise the forte and strength of each staff thru nurturing their positive attitudes that covers personal to work-related aspects (OCB, resilience, self-efficacy, organizational supports and affective commitments) and enable the RUs to steer and propel the university with positive organizational implications and outcomes in the new global economy in this era.

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

**FAKTOR PENDORONG KEPADA TINGKAHLAKU
KEWARGANEGARAAN ORGANISASI DAN PERANAN KOMITMEN
AFEKTIF DI KALANGAN KAKITANGAN SOKONGAN DI
UNIVERSITI PENYELIDIKAN MALAYSIA**

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Pada masa ini, penekanan yang amat besar diberikan untuk meneroka kekuatan sumber manusia yang positif dalam menangani cabaran di tempat kerja bagi meningkatkan prestasi organisasi. Daya tahan, efikasi sendiri, sokongan organisasi dan komitmen afektif adalah sebahagian daripada faktor peribadi dan pekerjaan yang menyumbang kepada kekuatan sumber manusia positif yang berkaitan dengan sikap, tingkahlaku dan prestasi yang dikehendaki seperti tingkahlaku kewarganegaraan organisasi (TKO). TKO adalah aspek unik tingkahlaku pekerja di tempat kerja yang dianggap sebagai salah satu keperluan penting dan prasyarat untuk keberkesanan, produktiviti dan prestasi organisasi. TKO amat diperlukan dalam setiap organisasi, termasuk di institusi pendidikan tinggi. Bagi merealisasikan keperluan ini, kajian ini bertujuan untuk mengkaji hubungan antara daya tahan, efikasi sendiri, sokongan organisasi, komitmen afektif dengan dua dimensi TKO sama ada tingkahlaku terarah lebih kepada individu (TKOI) atau organisasi (TKOO).

Kajian ini menggunakan paradigma penyelidikan kuantitatif melalui kaedah penyelidikan korelasi. Unit analisis kajian ini adalah individu yang merupakan kakitangan sokongan. Sampel terdiri daripada 487 responden yang terdiri daripada kakitangan sokongan dari lima Universiti Penyelidikan (UP) di Malaysia. Pakej statistik IBM SPSS versi 25 dan Model Persamaan Struktur (SEM) dengan Analisis Struktur Momen (AMOS) digunakan untuk menganalisis data. Hasil kajian menunjukkan bahawa kakitangan ini mempunyai

daya tahan, efikasi sendiri, komitmen afektif dan TKOO yang tinggi sementara tahap sokongan organisasi dan TKOI yang sederhana ke tinggi. Dapatan juga menunjukkan bahawa semua faktor mempengaruhi TKOI dengan signifikan tetapi hanya tiga faktor iaitu daya tahan, keberkesanan diri dan komitmen afektif mempunyai hubungan signifikan dengan TKOO. Dapatan juga menunjukkan bahawa komitmen afektif sebagai perantara hubungan antara efikasi sendiri dan sokongan organisasi dengan TKOI dan TKOO tetapi komitmen afektif bukan perantara dalam menjelaskan hubungan antara daya tahan dengan TKOI dan TKOO.

Hasil daripada kajian ini memberikan bukti empirikal bahawa teori relasional (Teori Kognitif Sosial, Teori Pertukaran Sosial, Teori Daya Tahan dan Teori Efikasi Kendiri) adalah sesuai untuk diguna pakai dalam menjelaskan sumbangan penting faktor berkaitan peribadi dan pekerjaan yang memberi impak yang besar terhadap kesediaan kakitangan untuk secara sukarela melaksanakan tugas di luar tugas hakiki mereka sehingga akhirnya akan memberi manfaat kepada UP dalam jangka masa panjang. Dengan memberi peluang dan menyediakan kondisi yang sesuai di UP, kakitangan dapat dibantu untuk memperkasakan potensi mereka dalam menyumbang kepada pencapaian matlamat UP disamping memastikan pengoptimuman penggunaan sumber manusia di UP. Oleh itu, UP perlu menyediakan persekitaran dan peluang untuk menggalakkan pertumbuhan dan pembangunan kakitangan melalui pengurusan strategik dalam Pembangunan Sumber Manusi (PSM) sebagai usaha untuk memperkasa, mendorong dan menambah baik kekuatan setiap kakitangan dengan memupuk sikap positif yang merangkumi faktor berkaitan peribadi dan pekerjaan (TKO, daya tahan, efikasi sendiri, sokongan organisasi dan komitmen afektif) yang membolehkan UP untuk memimpin universiti mencapai implikasi dan hasil organisasi yang positif disamping berperanan sebagai pengerak kepada ekonomi global dalam era abad kedua puluh satu ini.

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LIST OF ABBREVIATIONS

AC	Affective Commitment
AGFI	Adjusted Goodness of Fit
AIC	Akaike Information Correction
AMOS	Analysis of Moment Structure
AVE	Average Variance Extended
CFA	Confirmatory Factor Analysis
CFI	Comparative Fit Index
CI	Confidence Interval
CR	Construct Reliability
EDA	Exploratory Data Analysis
HRD	Human Resource Development
IFI	Incremental Fit Index
MOE	Ministry of Education
OCB	Organizational Citizenship Behavior
OCBI	Organizational Citizenship Behavior toward Individual
OCBO	Organizational Citizenship Behavior toward Organization
OS	Organizational Support
PFI	Parsimony Fit Index
PNFI	Parsimony Normal Fit Index
R	Resilience
RMSEA	Root Mean Square Error of Approximation
RU	Research University
SE	Self-efficacy
SCT	Social Cognitive Theory
SET	Social Exchange Theory
TLI	Tucker-Lewis Index
UNESCO	The United Nations Educational, Scientific and Cultural Organization
UM	Universiti Malaya
UKM	Universiti Kebangsaan Malaysia
USM	Universiti Sains Malaysia
UPM	Universiti Putra Malaysia
UTM	Universiti Teknologi Malaysia
VIF	Variance Inflation Factor

CHAPTER 1

INTRODUCTION

This study is an effort to examine the relationship between personal and work-related factors with organizational citizenship behavior among support staff in Malaysian Research Universities. In the first chapter which comprises nine sub-section, that enumerates the introduction in a brief outline of the overall study. The chapter commences with an overview on the background of the study and further to that it covers statement of the problem, research objectives, and research hypotheses, significance of the study, scope and limitation, assumptions as well as operational definition for each study variables mentioned in this study. The chapter ends by summarizing the complete important element discussed in the introduction chapter.

1.1 Background of the Research

1.1.1 Higher Education as Catalyst of National Development

The globalization phenomenon, in this twenty first century seized intense impact across the world including Malaysia. Globalization is a process where organizations foster international influence either directly, or by adopting operations and management based on the most current international scale (Arokiasamy, 2011; Taylor, 2016). Taylor (2016) explained that this phenomenon has demonstrated dynamic, steady and rapid progress due to the revolution in technology, communication, information, politics and economy as well as great transformation in social change and variations.

Malaysia has been one of the most globalized developing countries of which as one of the major contributions to Malaysia's economic development and growth underpinned by three pertinent elements in globalization, those are (1) the internationalization and expansion of financial markets; (2) the transformation of global production processes; and (3) the re-configuration of political authority (Arokiasamy, 2011). Malaysia in moving towards Vision 2020 and as one of the most globalized developing countries plays a major role in the country's economic development and growth therefore, the three elements of globalization are to be observed meticulously as it formed part of the fundamental fragment in Malaysia National Economic and social development as stated visibly in Mahathir's Vision 2020. Underpinned by the Malaysia National Development Blueprint which outlined the aspiration for Malaysia to be Developed Nation in economy, politics, social, spiritual, psychological and cultural (UNESCO, 2018).

Sim (2018) reported that in a keynote address at the 24th Nikkei Conference on the Future of Asia 2018 by Tun Dr. Mahathir Mohamed, Prime Minister of Malaysia posited that Vision 2020 can only be achieved in 2025. He further highlighted that Malaysia will be able to achieve the target to be a developed, high-income and industrialized nation by 2025 only if the right policies and hard work are put in place (Sim, 2018). Whereby, the liberalization of educational policies is put in place which leads to the democratization, privatization and decentralization of the Malaysian educational system (Sim, 2018). Malaysia emphasizes the importance in educational system as one of the forceful efforts to be a developed, high-income and industrialized nation by 2025. In addition, Malaysia has made many progresses in educational system under the Ministry of Education (MOE) which aligned with the country's vision, which is to transform Malaysia to be an international center of higher education excellence until 2025 and beyond (MOE, 2017).

In Malaysia, higher education system refers to the system that incorporates higher, post-secondary, tertiary, and/or third-level education, namely universities, vocational universities, colleges, institutes of technology and other collegiate level institutions with the purpose to increase values of an individual for a betterment of the society (Sunder, 2016). Currently there are 20 public universities, 22 private universities, 31 private university colleges, 9 foreign university branch campuses, 30 polytechnics, 73 public community colleges and 414 private colleges in Malaysia (MOE, 2017). MOE have also established transformation programs for the education sector. These programs are aligned with the national development blueprint (i.e. Vision 2025) that include (1) The Education Development Master Plan 2001-2010; (2) The Education Blueprint 2006-2010; (3) The Education Blueprint 2015-2025 (MOE, 2017; UNESCO, 2018). These educational transformational program "underscores the critical role of a highly skilled, creative, and innovative workforce in achieving the objective of Vision 2020 for Malaysia to become a high-income country that is both sustainable and inclusive" (UNESCO, 2018, p. 62).

In achieving the national development blueprint, MOE has placed Higher Education Institutions as an important platform in connecting knowledge, skills and expertise in this new global economy. The role of the higher education system has become significant as high-level knowledge also, skills become essential in producing skilled manpower that is required to produce educated workforce (Selvaratnam, 2016), and well-equipped to encounter the competitive global market (Azman et al., 2010). Higher education is being challenged by new opportunities, new situations, new markets and new technologies (Arokiasamy, 2011; Sirat & Azman, 2014; Selvaratnam, 2016).

Consequently, throughout the years the roles of the higher educations have expanded vastly. Reformation in education structure and content was introduced in postgraduate education coupled with the training programs in upgrading and retooling knowledge, life-long learning education and multi-skills training (Hazelkorn, 2008; Beerkens, 2010; Xavier & Ahmad, 2012). It is contemplated that higher education will play in greater role and participate immensely in economic development through research and innovation (Azman et al., 2010) further to that, to strengthen the higher education institution traditional role in advancing the social and cultural evolution of the society (Hazelkorn, 2008; Beerkens, 2010).

1.1.2 The Importance of Research Universities

In the twenty first century now, the world is looking to high performance organizations (Verillaud & Verillaud, 2008) including in the higher educational institutions in Malaysia. Malaysia through the national development blueprint has positioned Higher Education Institutions as an important platform in connecting knowledge, skills and expertise in the new global economy (Azman & Karim, 2010; MOE, 2017; Selvaratnam, 2016; Xavier & Ahmad, 2012). Consequently, in Malaysia, there are Top 5 Research Universities (RUs) identified mainly to steer and fulfill objectives mentioned in National Development Blueprint namely Universiti Malaya (UM), Universiti Sains Malaysia (USM), Universiti Kebangsaan Malaysia (UKM), Universiti Putra Malaysia (UPM) and Universiti Teknologi Malaysia (UTM).

The concept of RUs was introduced in Malaysia in the year 2006 and the reasons as to why universities in Malaysia are to work towards getting the RU status are to enable our higher education institutions to compete in the education international arena (MOE, 2016). In the higher education system, the RUs will receive higher allocation of funding and by this it can attract the best staff and students which is pertinent to support research infrastructure (MOE, 2016). By this means, research will be actively undertaken via bigger number of graduate students and this will be able to generate new knowledge by way of integrating and elevating research integrated education. The high level of research will contribute to breadth in academic disciplines. This will be a source of income through product of intellectual property and the RUs will have the autonomy and academic freedom immensely (Sirat, 2010).

The Ministry of Education is aiming high to have at least two top 100 universities ranking by 2025, which will include higher rankings in subject, the university world positioned or even country (MOE, 2016). Data from QS ranking in 2019 has shown that RUs ranking are 'Soaring Upward' where UM breaks into top

100 in World University Rankings since 2018. As previously, UM have consistently broken the 150 barriers from 146 to 133 and 114 in 2017 (Quacquarelli Symonds, 2019). USM was ranked 289 in 2015, dropped to 330 in 2016 and improved tremendously to 264 in 2017, to 207 in 2018 and 165 in 2019. UPM recorded an encouraging improvement from 376 to 331 to 270 to 229 to 202 in 2018. UPM joins the world's Top 200 when ranking 159 in 2019. UTM upgraded from 303 to 288 to 253 to 228 to 217 in 2019, while UKM fell 53 places to 312 in 2015 compared to 259 in 2014, then improved to 302 in 2016, jumped up 72 places to 230 in 2017 and joins the world's Top 200 at a 184 in 2018 and 160 in 2019 position (Quacquarelli Symonds, 2019).

This study will be focused on Research Universities in Malaysia and the selection are made based on the latest World Universities Ranking 2019 whereby these premier universities which are University Malaya (UM), University Kebangsaan Malaysia (UKM), University Putra Malaysia (UPM), Universiti Sains Malaysia (USM) and Universiti Teknologi Malaysia (UTM) have secured the top five ranking among other universities in Malaysia based on the World Universities Ranking since year 2015 as stated in Table 1.1.

Table 1.1: RUs Rankings Based on QS Top Universities

World Universities Ranking	2019	2018	2017	2016	2015
UM	70	87	114	133	146
UKM	160	184	230	302	312
UPM	159	202	229	270	331
USM	165	207	264	330	289
UTM	217	228	253	288	303
UCSI	442	481	-	-	-
UTP	480	521-530	601- 650	601-650	-
Taylor University	511-520	601-650	-	-	-
MSU	541-550	-	-	-	-
UUM	591-600	601-650	701-750	701-750	701-750
IIUM	651-700	651-700	701-750	601-650	551-600
UNITEN	801-1,000	701-750	-	-	-
UiTM	651-700	751-800	751-800	701-750	701-750
MMU	801-1000	801-1000	-	-	-
UniMAP	701-750	-	-	-	-
Sunway University	751-800	-	-	-	-
UMP	751-800	-	-	-	-
UNIMAS	801-1,000	-	-	-	-

1.1.3 Developing Human Resource in the Research Universities

Human Resource Development (HRD) is a process of developing and unleashing staff potential and expertise through organizational development and personal training. HRD is a systematic process for helping staff develop their personal and organizational skills, knowledge and abilities (Asamoah, 2016; Harvey et al., 2018; Jacobs, 2014). This process involves cognitive, attitude and behavioral changes of individual potential accordingly to the capacity in order to increase on the job productivity (Jacobs, 2014) and improve performance (Harvey et al., 2018; Jacobs, 2014; Russ-Eft, 2014; Sambrook, 2001) as required by the organization including in the RUs.

HRD includes opportunities such as training, career development, performance management and development, coaching, mentoring, succession planning, identification of key talent and organizational development (Jacobs, 2014; Russ-Eft, 2014; Sambrook, 2001). HRD helped in a continuous and systematic ways for the staff in the RUs to acquire and develop capabilities required to perform various functions relating to their present and future roles. Staff in the RUs have unlimited potential capabilities for growth and development. These potentials can be developed and multiplied through appropriate and systematic efforts such as strategic management of HRD.

Considering that the aims of HRD is on developing the most superior workforce, thus, RUs need to provide environment and opportunities to encourage growth and development to their staff. Whereby, RUs need to provide resources, supporting system and opportunities for training program and the development. Harvey et al. (2018) and Jacobs (2014) also reinforced the importance of training which provides personal, career, and job-related benefits to employees, through which, employees reflect positively on training benefits by exhibit stronger feelings of citizenship to their organization.

Therefore, it is imperative for the RUs to develop appropriate and systematic management of HRD to enhance resource capability in accordance with the belief that staff in RUs are a major source of competitive advantage. Hence, it is imperative to ensure that the right quality staff are available to meet present and future needs of the RUs. Given the opportunities and by providing the right type of climate in the RUs, the staff can be helped to give full expression of their potentials, contributing to the achievement of the goals of the RUs and thereby ensuring optimization of human resources in the RUs.

1.1.4 Organizational Citizenship Behavior in the Research Universities

The RUs are bound to meet today's new global economy challenges (Verillaud & Verillaud, 2008; Sirat & Azman, 2014; Selvaratnam, 2016). This is because, government funding for RUs is no longer an automatic annual allocated budget but now, based on competition and performance of respective institution assisted by excellent human resource management, good financial control as well as good academic governance (Sirat, 2010). On this ground, participation and involvement from all level of staff in the RUs is required as the catalyst for success in respective universities. Whereby, the commitment and willingness of each personnel in the workforce voluntarily extends to the institution to go beyond than their job descriptions and responsibilities. This staff are not merely completing their assigned tasks but they are rising above and beyond their job description to benefit the RUs as a whole (Basu et al., 2017; Memon et al., 2017; Podsakoff et al., 2014; Shanker, 2016).

Moreover, one of the important strands in ensuring effectiveness and success in the universities would be the culture in practicing positive organizational behavior from top management to the most bottom level. This positive organizational behavior focuses and encourages leaders to focus on peoples' strength and fixing weaknesses (Seligman & Csikszentmihalyi, 2000). Thereby, this can motivate and shape the employee's behaviors in the workplace (Ahmad et al., 2017; Seligman & Csikszentmihalyi, 2000). The organizational positive behavior inspires the employees to embark on their assigned task with higher commitment and dedication (Seligman & Csikszentmihalyi, 2000) voluntarily to an extra mile which then benefit the RUs on the whole (Basu et al., 2017; Memon et al., 2017; Podsakoff et al., 2014; Shanker, 2016).

This extra-role behavior has been labelled as Organizational Citizenship Behavior (hereafter called OCB). OCB is fast becoming unique aspect of employee's behaviors in the workplace. The key aspect of OCB is the voluntary behavior that benefits others that is not part of the employee's job description but the outcome will benefit the organizations in the long run (Basu et al., 2017; Indrawiani et al., 2018; Memon et al., 2017; Podsakoff et al., 2014; Shanker, 2016). This key aspect of OCB is the real value of OCB as predictor or contribute to RUs outcome such as performance (Kumari & Thapliyal, 2017; Shanker, 2016), effectiveness (Adewale et al., 2017; Oon et al., 2017; Vivek, 2016), efficiency (Basu et al., 2017; Oon et al., 2017), organizational support (Aslan et al., 2013; Kittikunchotiwut, 2017; Paramaatha et al., 2019; Zhang et al., 2017), organizational functions (Podsakoff et al., 2014), organizational commitment (Al-sharafi & Rajiani, 2013; Chun et al., 2013; Paul et al., 2019; Vandenberghe et al., 2019; Zhang et al., 2017) and satisfaction (Aslan et al., 2013; Memon et al., 2017; Soto & Rojas, 2019).

1.1.5 The Impact of OCB among Support Staff in the Research Universities

The researcher embraced Sir Richard Branson of Virgin Air saying “I have always believed that the way you treat your employees is the way they will treat your customers, and that people flourish when they are praised” (Branson, 2002, p. 68). Due to this, each and every staff in the university matters in ensuring the success of the university, as every single staff with different kind of responsibilities and position job is important and with the best staff equipped with art and skill of great support staff is a cornerstone of the university success.

Support staff is the core of RUs in supporting the operations, management, academic and non- academic role of the university (Barkhuizen et al., 2014; Munusamy & Hashim, 2019; Pick et al., 2012). They play a key role in creating a high-quality customer service and representing the RUs’ whereby, their attitudes and behaviors have a significant influence on other staff, students and client’s satisfaction and perceptions of the quality of service of the RUs (Barkhuizen et al., 2014). Barkhuizen et al., (2014) endorsed that support staff are the key component in higher education institutions because their responsibility to take care of the day to day operations of the institution. Barkhuizen et al., (2014) further alludes to the fact that there is often a complete disregard for support staff’ work in higher education, as these staff faces constant demands from management, academic staff and students without any corresponding recognition.

In the context of RUs, they are the unsung heroes since research in the RUs context are centered on academicians, managerial staff and students. A number of researchers also highlights the fact that research on support staff in higher educational setting are still scant (Barkhuizen et al., 2014; Pick et al., 2012) despite the growing importance of this occupational group. Based on this, it is important to study OCB amongst the support staff as support staff covers half the number of staff at the universities in Malaysia. For example, in Table 1.2 stated that there are about 50% of the staff are in the position of support staff compared to 13% managerial staff and 37% are academicians.

Table 1.2: RUs Staff

RUs	Academician	%	P & P	%	Support Staff	%	TOTAL
UM	2,046	36	730	13	2,864	51	5,640
UKM	2,175	39	714	13	2,755	49	5,644
UPM	2,203	33	888	13	3,498	53	6,589
USM	2,135	38	721	13	2,715	49	5,571
UTM	1,708	42	507	12	1,873	46	4,118
Sub-total	10,267	37%	3,590	13%	13,705	50%	27,562

The researcher focuses on the support staff as their roles are reiterated in underpinning the operations in the higher education administration. The roles are now increasingly challenging due to changes in the delivery of higher education, development of an 'enterprise culture' within higher education and growth of information technology (Munusamy & Hashim, 2019). Moreover, in current education landscape whereby, with the modularization and increased number of intakes, open distance learning (ODL) and semesterization which arrived to increase of planning and management of course of studies also, the shift towards 'independent-learning' environment which then involving the support staff in fragments pertaining to training and teaching students both informally and formally (Pick et al., 2012).

Of late, the support staff are to adapt and assimilate in the new 'management culture' whereby involving in fundraising exercise whereby these are indirectly increase the workload of the support staff. The main concern of the researcher is that their additional and new roles and responsibilities are not recognized by RU as they are saddled with responsibilities without authority. Should these be allowed to continue these staff mainly the ones with OCB might get beaten with responsibilities and chances are high that RUs might lose them. In the same way, many organization and RUs include should not left out credit of their success to the support staff since, participation and involvement from all level of support staff in the RUs is essential and seen also as the catalyst to their success. The commitment and willingness of each support staff in the workforce voluntarily extends to the institution to go beyond than their job descriptions and responsibilities (Basu et al., 2017; Memon et al., 2017; Podsakoff et al., 2014; Shanker, 2016). This support staff are not merely completing their assigned tasks but they are rising above and beyond their job description to benefit the RUs as a whole (Basu et al., 2017; Memon et al., 2017; Shanker, 2016).

Support staff are important quarter as they represent more than half of RUs population; whom to be organized for sustainable and comprehensive development of the RUs. The willingness of these staff with OCB quality directly promote and give advantage to the efficiency, effectiveness and performance of RUs itself. This is the substantiation why this study needs to determine level of OCB amongst support staff which drive the motivation and encourage these staff to continue to volunteer with extra effort that is beyond the call of their duties which will benefit RUs. This is in line with the social cognitive theory (SCT) that provide theoretical foundation as to why support staff behave positively in undertaking their tasks in the organization.

According to SCT, support staff mostly learned through three means and ways which are dynamic, ongoing process between personal factors, environment factors and human behavior (Bandura, 1997). SCT described on how support

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staff acquire and maintain certain behavior in which support staff develop perceptions about their ability to produce action at a certain level of competence which operate as interacting determinants that influence each other bi-directionally (Bandura, 1997). This belief helps the support staff in determining the form of action to be taken, the effort to be given, the responses to the RUs possible challenges, the reaction to difficult situation and their future achievements.

In order to develop individual strength, RUs must explore personal and work-related factors of its' individual staff's behavior in the workplace. These personal and work-related factors with the focal point centered on the support staff strength which are very important in generating skilled staff, to sustain comprehensive development of the respective RUs. On this basis, the willingness of each staff to embark voluntarily beyond their job descriptions and responsibilities is required catalyst in order to succeed and excel at respective RUs. Previous researchers have also embarked on studies to explore personal and work-related factors that can enhance citizenship behavior such as resilience (Cintantya & Salendu, 2017; Nafei, 2015; Paul et al., 2016); self-efficacy (Adewale et al., 2017; Kao, 2017), organizational support (Aslan et al., 2013; Kittikunchotiwiut, 2017; Nayir, 2012; Zhang et al., 2017), and commitment (Addison et al., 2006; Khan & Rashid, 2012; Lau et al., 2016; Saraih et al., 2017).

Further to that, support staff strengths through personal and work-related factors such as resilience, self-efficacy, organizational supports and affective commitments will stimulate immense impact on the willingness of the support staff to voluntarily put extra effort that is beyond their job description which will benefit the RUs in the long run. In general, behavior of the support staff through personal and work-related factors are associated closely with the performance of respective RUs. RUs support staff with OCB traits are perceived as the facilitator influencing the organizational effectiveness.

In the case of RUs, especially in the globalization era, RUs are expected to be further competitive notwithstanding the increased challenges encountered by the RUs. Therefore, top management of respective RUs are required to revisit methods to improve, motivate and improvise the strength of each support staff. The support staff with organizational positive behaviors which encompasses the personal and work-related factor (i.e. OCB, resilience, self-efficacy, organizational support and affective commitment) will enable the RUs to steer the university to achieve organizational positive implications and outcomes in the new global economy in this era of the twenty first century.

As a result, the result of this study will elevate positive support staff behavior through OCB in the RUs. These citizenship behaviors encompass positive and constructive behavior that brings benefit to the support staff as well to the RUs (Basu et al., 2017; Memon et al., 2017; Podsakoff et al., 2014; Shanker, 2016). This is due to the fact that this study finding will show that OCB influenced support staff's behavior which, then, significant inclination of each support staff contributing voluntarily, over and above their official job scope and description as this will underpin and ensure the success of respective RU in achieving its' vision, goals and objectives which then contribute to the overall effectiveness and performance of the RUs.

1.2 Statement of the Problem

The literature has shown that personal and work-related factors that center on staff's strength are important in generating skilled staff that are desired in order to achieve sustainable and comprehensive development of the respective organization (Ball, 2013; Harvey et al., 2018; Khan et al., 2018). Despite that, until to date, insufficient attention is given to both personal and work-related factors that can cultivate employee's strengths through OCB (Nayir, 2012). This is because, for the last two decades most researchers studied either personal factors or work-related factors as separately as antecedents of OCB (Nayir, 2012; Paul et al., 2016; Zhang et al., 2017). Reason being, prior literatures have discovered these factors as independent topic or they were studied separately in different studies in organizational behavior (Ahmad et al., 2017; Chun et al., 2013; Paul & Garg, 2014; Sabahi & Dashti, 2016). Therefore, this study responds to the need to examine in a single study the relationship between personal factors (i.e. resilience, self-efficacy) and work-related factor (i.e. organizational support) that predicts OCB among support staff in Malaysian RUs.

Researchers have also discovered mix findings on significant relationship between affective commitment and OCB. As a result, numerous studies utilized affective commitment as intervening variables in cultivating a voluntary positive work behavior such as OCB (Chun et al., 2013; Danish et al., 2015; Paul et al., 2019). Paul et al. (2019) suggested that individual factors may indirectly related to OCB whereby they suggested the need for mediating variable to be used in the relationship with OCB. Since voluntary behavior involves a degree of social interaction between staff as well as the organization, thus, it is reasonable to include affective commitment in this study as an intervening variable. Therefore, this study response to the need to examine the meaningful role of affective commitment and its significant relationship with OCB as well with other personal and work-related factors which is significant in cultivating a voluntary positive work behavior and outcome especially in higher educational context in Malaysia which in general is still limited.

Research pertaining to OCB are done mostly in western context and in the industry that is different from educational industry such as in banking (Ahmad et al., 2017; Cintantya & Salendu, 2017), manufacturing (Kumari & Thapliyal, 2017; Paul et al., 2019), hospital (Basu et al., 2017; Khan et al., 2018; Zhang et al., 2017) and service industry (Gupta et al., 2018; Vivek, 2016). Besides, in Malaysia, the study of OCB is still an open field as issues pertaining to Malaysian educational context in OCB since last ten years were centered on academicians (Aslan et al. 2013; Awang & Ahmad, 2015; Khan & Rashid, 2012; Saraih et al., 2017), teachers (Fatimah et al., 2011; Selamat et al., 2017) or students (Hassan & Noor, 2008; Romle et al., 2016).

On top of that, the same study that is conducted among support staff in a non-western culture such as Malaysia is minimal (Aslan et al., 2013). In the RUs, support staff is the core of RUs in supporting the operations, management, academic and non-academic role of the university (Barkhuizen et al., 2014; Munusamy & Hashim, 2019; Pick et al., 2012). They are the heart of their RUs, therefore, their attitudes and behaviors have a significant influence on other staff, students and client's satisfaction and perceptions of the quality of service of the RUs. Hence, this study acknowledges the need to examine in the context of Malaysian RUs by identifying personal and work-related factors that will encourage these staff to volunteer to undertake activities beyond the call of their duties that will benefit the RUs in the long run.

Moreover, there is a need to provide support for the direction for strategic management of HRD in the RUs in order for helping staff to develop their personal and organizational skills, knowledge and abilities. This is due to the impact of HRD in providing opportunities such as training, career development, performance management and development, coaching, mentoring, succession planning, identification of key talent and organizational development (Harvey et al., 2018; Jacobs, 2014; Russ-Eft, 2014; Sambrook, 2001). Therefore, this study acknowledges the need to incorporate HRD as a method to help the RUs to develop policies in training and development that will provide continuous learning opportunities for support staff to acquire knowledge, skills, experience, personal traits and positive behavior that drive them to willingly get involved and engage in activities which are beyond their official job descriptions.

Likewise, most studies on OCB examine either personal or work-related factors using five dimensions of OCB (Organ, 1988; Podsakoff et al. 2000) or one-dimensional construct proposed by Organ in 1988 that includes altruism, conscientiousness, sportsmanship, courtesy and civic virtue. From the previous literatures, it was also found that studies in determining types of OCB that an

individual was most likely to do whether the behaviors were directed more towards individuals or the organization was still lacking (Nisar et al., 2014; Podsakoff et al. 2000). For this reason, this current research acknowledges this gap by distinguishing OCB by the target towards whom such behavior is directed which is important in order to capture the multi-dimensional nature of OCB that the RUs staff are most likely to perform whether at individual-level behavior (OCBI) or organizational-level behavior (OCBO).

Additionally, studies on OCB mostly used social exchange theory (SET) as the underlying theory that posited staff will direct their reciprocation efforts to the source of any benefit they received. Hence, there is a need to use relational theories that related to cognition-behavior relationships as a building block of the theoretical framework in explaining the reality in the context of Malaysian RUs by exploring how resilience, self-efficacy, organizational support and affective commitment influence the occurrence of OCBI and OCBO.

This framework was conceptualized based on the literature review and research objectives which use relational theories mainly from the Social Cognitive Theory (SCT), SET, Self-efficacy Theory and Resilience Theory. These relational theories are used in understanding triadic reciprocal relationship between personal and work-related factors with two dimensions of OCB. On this account, through the medium of relational theories, that resilience, self-efficacy, organizational support and affective commitment have in relationships with cultivating OCBI and OCBO among support staff in the RUs, will contribute to a better understanding of the concept and to building a robust theory that relates to OCB in the field of organizational behavior

1.3 Research Objectives

The overall objective of this research is to contribute, both theoretically and empirically, on how RUs staff develop positive behavior based on the concept of resilience, self-efficacy, organizational support, affective commitment and OCB in the workplace. For this reason, this research is to be conducted to address the below objectives:

1.3.1 General Objective

The general objective of the research is to determine on the personal and work-related factors and its relationship with two dimensions of OCB of RUs support staff in Malaysia.

1.3.2 Specific Objectives

Specifically, this research will contribute to the body of knowledge by four main objectives:

- a. to determine the level of resilience, self-efficacy, organizational support, affective commitment, OCBI and OCBO among Malaysian RUs support staff;
- b. to determine the relationship between resilience, self-efficacy, organizational support and affective commitment with OCBI and OCBO;
- c. to determine the relationship between resilience, self-efficacy and organizational support with affective commitment;
- d. to determine the mediating influence of affective commitment on relationship between resilience, self-efficacy and organizational support with OCBI and OCBO;

1.4 Research Hypotheses

The following hypotheses will facilitate in narrowing on the focus of this research. The hypotheses are based on the research framework will be accepted or rejected based on the result of the data analysis These hypotheses are made to achieve the set objectives and aims of the paper based on relevant literature review on the past empirical studies as discussed in Chapter 2. There are 17 hypotheses that indicate predictions about predicted relationships among the variables as below:

1.4.1 The relationship between resilience, self-efficacy, organizational support and affective commitment with OCBI and OCBO:

- H₁ - There is a positive and significant relationship between resilience and OCBI.
- H₂ - There is a positive and significant relationship between resilience and OCBO.
- H₃ - There is a positive and significant relationship between self-efficacy and OCBI.
- H₄ - There is a positive and significant relationship between self-efficacy and OCBO.
- H₅ - There is a positive and significant relationship between organizational support and OCBI.
- H₆ - There is a positive and significant relationship between organizational support and OCBO.

- H₇ - There is a positive and significant relationship between affective commitment and OCBI.
- H₈ - There is a positive and significant relationship between affective commitment and OCBO.

1.4.2 The relationship between resilience, self-efficacy and organizational support with affective commitment:

- H₉ - There is a positive and significant relationship between resilience and affective commitment.
- H₁₀ - There is a positive and significant relationship between self-efficacy and affective commitment.
- H₁₁ - There is a positive and significant relationship between organizational support and affective commitment.

1.4.3 The mediating influence of affective commitment on resilience, self-efficacy, organizational support with OCBI and OCBO:

- H₁₂ - Affective commitment will positively and significantly mediate the relationship between resilience and OCBI.
- H₁₃ - Affective commitment will positively and significantly mediate the relationship between resilience and OCBO.
- H₁₄ - Affective commitment will positively and significantly mediate the relationship between self-efficacy and OCBI.
- H₁₅ - Affective commitment will positively and significantly mediate the relationship between self-efficacy and OCBO.
- H₁₆ - Affective commitment will positively and significantly mediate the relationship between organizational support and OCBI.
- H₁₇ - Affective commitment will positively and significantly mediate the relationship between organizational support and OCBO.

1.5 Significance of the Research

Previous researchers indicated, that individual resilience, self-efficacy, organizational support and affective commitment able to empower employee's or influence employee OCB (Adewale et al., 2017; Indrawiani et al., 2018; Paramaatha et al., 2019; Sabahi & Dashti, 2016; Soto & Rojas, 2019; Vivek, 2016; Zhang et al., 2017). This present study viewed the significance of this research in two ways. The specific significant contribution of this research to theory and practice are discussed later.

1.5.1 Contribution to Theory

The review of literature identified OCB as an important variable in understanding behavior of employees. Past studies also stressed the importance of studying personal and work-related factors variables in relation to OCB. Although there are few models of OCB studies still, so far not any of these models combines OCB with personal and work-related factors. Reason being, prior literatures have discovered these personal and work-related factors studies as independent topic or they were studied separately in different field of study than in organizational behavior (Ahmad et al., 2017; Nayir, 2012; Paul et al., 2016; Sharma. 2016; Zhang et al., 2017). Therefore, this study will contribute to the body of knowledge on the contribution to theory development by providing empirically a new insight by examining in a single study that the four vital personal and work-related factors (i.e. resilience, self-efficacy, organizational support, affective commitment) and its relationship with two dimensions of OCB (i.e. OCBI and OCBO).

This study also adds to the OCB literature by applying relational theories to explain on how the parts of a phenomenon are related to one another. These relational theories will help to explain reality in the context of RUs by exploring how resilience, self-efficacy, organizational support and affective commitment will influence the occurrence of OCBI and OCBO. An integrative framework is developed based on the literature review and research objectives. This framework derived mainly from the social cognitive theory (hereafter called SCT). Other theories that related to the studies is social exchange theory (hereafter called SET), resilience theory and self-efficacy theory are also useful in providing justification on how personal and work-related factors can cultivate positive strength through OCBI and OCBO among RUs staff. Moreover, as far as the researcher knowledge, this is the first study that synthesizes concepts from the relational theories perspectives in an attempt to assess personal and work-related behavior model in the specific country context that is in Malaysia. The present study also could fill the gap in the body of knowledge that pertains to OCBI and OCBO in higher learning institution context especially in Malaysia.

1.5.2 Practical Contribution of the Research

The result of this behavioral study can be applied by policy maker, researchers, managers, academic institutions and even public sectors and the outcome of this study's concerned with resilience, self-efficacy, organizational support and affective commitment in identifying potential factors facilitating and limiting OCB phenomenon. This study is significant to the management of RUs and the Malaysian government as it will give the insights in instructing and constructing the awareness on the magnitude of resilience, self-efficacy, organizational support and affective commitment in developing human resources at RUs.

Specifically, it will be of assistance in discovering positive individual employee behavior at work that promotes organizational performance and effectiveness. This is because personal and work-related factors can lead to positive behavioral response which in turn will contribute to the future development of Malaysia by developing a pool of professional competent and committed staff.

In the past year, there have been serious discussions in human resource development (HRD) whereby, it is a key resource in today's organization (Harvey et al., 2018; Jacobs, 2014) including in the RUs. The impact of HRD in providing opportunities such as training, career development, performance management and development, coaching, mentoring, succession planning, identification of key talent and organizational development (Harvey et al., 2018; Jacobs, 2014; Russ-Eft, 2014; Sambrook, 2001). It is imperative in developing staff's mindset and have been a primary area of research for the past years (Jacobs, 2014; Russ-Eft, 2014; Sambrook, 2001). Therefore, it is significant for RUs to develop policies in training and development that will provide continuous learning opportunities for support staff to acquire knowledge, skills, experience, personal traits and positive behavior such as resilience, self-efficacy, affective commitment, and OCB.

One of the roles of Human Resource Development unit in the organization is policy planning that involves the processes and procedures, introduction and implementation whereby, in doing so there are things that should be taken into consideration in order to prepare the organization which in this case is the respective RU to have a reward created for the staff with OCB. Which voluntarily execute task without being directed to do so and they will undertake the tasks that are not in their official job specifications and primary duties. This in a way might have direct and great impact to the OCB and can influence in the demonstration of OCB amongst these staff which will enhance organizational citizenship.

It is important for the RUs policies and practices covers each and every level of staff academic and non-academic thereby, once the RUs policies and practices is welcoming and set in accordance with ability and capability of support staff and the end result will be staff are motivated and subtly encourage staff in volunteering to extend extra effort that is beyond the call of their duties, eventually will benefit the RUs in the long run. Hence, the management of RUs and Malaysia government ought to center efforts in preparing individual employee to acquire habits in order to create competitive advantage, minimize risk and sustain performance. It is by having staff with positive behavioral strength, willing to work beyond their official job descriptions and responsibilities. This study will lead to a better understanding in cultivating positive personal and work-related strength through OCB of the individual as well the organization.

1.6 Research Scope and Limitation

The researcher anticipate that the current study research will face limitations that might influence the results and outcome of the research. Firstly, this study will adopt the cross-sectional survey research due to time and financial resource constraints. The findings will promote reasonable cause-effect explanation and at the same time, however its causality could only be presumed rather than confirm. This type of survey has been widely applied by most studies on organizational research (Basu et al., 2017; Memon et al., 2017; Podsakoff et al., 2014; Shanker, 2016). In order to address this limitation, drawing on Hair et al's (2013) guidelines, by using probability sampling techniques with a large sample size of 300 to 400 in order to provide sufficient samples and adequate credibility and generalization for this study.

Secondly, the data for this study will be collected through self-report measures and single or same source data (i.e. same group of individuals answering all the variables' construct questionnaires). These self-report measures of the RUs staff may induce common method variance or bias (i.e. measurement error because of adoption of certain measurement techniques and data source). The limitation of the degree of how these constructs have linked with each individual through social information processing bias which could be reduce by using discriminate validity assessment (Podsakoff et al., 2000).

Thirdly, the questionnaires are originally written in English which then be translated into Malay language and, in order to reduce discrepancies on conceptual and semantic equivalence during the translation exercise also to avoid misinterpretation among the respondents, this research will adopt Brislin's (1970) back to back translation guidelines. The questionnaires will further be checked for content and face validity by three supervisory committees and two well-experience academicians in one of the RUs. Only then, the pilot study will run for testing the questionnaire's reliability and validity to ensure their applicability in the local context.

Finally, the results of this study will only be generalized and applied to staff in the Full-Time position staff in the respective Malaysia RUs. Any generalization beyond these staff should be interpreted cautiously. However, the personal and work-place relationship with OCB could only be presented vividly and genuinely under specific context. In light of this, in this research there will be attempts in order to mitigate limitations and ensure the validity and reliability of the study.

1.7 Research Assumption

First of all, it is assumed that the adaptation of relational theories (i.e. SCT, SET, self-efficacy theory, resilience theory) is applicable in Malaysian setting. It is also assumed that the adaptation of these theories are applicable to the study variables with the aim to include OCB, resilience, self-efficacy, organizational support as well as affective commitment as the mediating variables. The selections of the independent variables in this study are extracted from literature reviews that contribute towards the culture of OCB. Thus, this study also assumed that the relationship between the selected independent variables with OCBI and OCBO as well as affective commitment as mediating variables will offer insights to better understand the phenomenon of OCB in Malaysian higher educational context. Finally, it is also assumed that all RUs staff will have clear understanding and honesty in answering each question voluntarily.

1.8 Conceptual Definition of Terms

1.8.1 Affective Commitment

The study operational definition on affective commitment refers to the RU staff desire to stay in the university as they have established positive emotional ties and identification with the university and its goals (Allen & Meyer, 1990).

1.8.2 Antecedents

This study refers to antecedents as personal (resilience and self-efficacy) and work-related (organizational support) factors that enhance a positive behavior in an individual staff in the RUs.

1.8.3 Malaysian Research University

Malaysian RUs refers to a university that is committed to research and regarded as the main part of its mission. RUs concept was introduced in Malaysia in Year 2006. The main rationale for this is to elevate the integration between education and research so as to instill research culture into Malaysian universities by pushing the boundaries of the capacity in higher education institutions to be additional competitive globally (MOE, 2016). There are five universities under the Malaysian RUs umbrella namely UM, UKM, USM, UPM and UTM.

1.8.4 Organizational Citizenship Behavior (OCB)

OCB is operationalized as a multidimensional latent construct which is discretionary in nature not explicitly recognized by the formal reward system, but able to promote effective functions of the RUs (Appelbaum et al., 2004; Organ & Konovsky, 1989; Lee & Allen, 2002; Paul et al., 2016; William & Anderson, 1991).

1.8.5 Support Staff

This study defined support staff as a non-academic staff or general staff whose work is facilitating in the operations and administration of the universities (Barkhuizen et al., 2014). Support staff consists of heterogeneous group with multi-ranged skills, knowledge and qualifications whom will carry out clerical, administrative and reception task. They are also the staff who prepare, develop and maintain resources of various kinds such as technicians, librarians and lab assistants.

1.9 Operational Definitions

1.9.1 Higher Educational Institution

This study defines higher educational institutions as universities, vocational universities, colleges, institutes of technology and other collegiate level institutions that provide higher, post-secondary, tertiary, and/or third-level education which is beyond secondary with the purpose to increase values of an individual for a betterment of the society (Sunder, 2016).

1.9.2 Organizational Citizenship Behavior toward Individual (OCBI)

This study defines OCBI as behaviors benefitting individual support staff in the RUs which include altruism and courtesy.

1.9.3 Organizational Citizenship Behavior toward Organization (OCBO)

OCBO is defining the behavior that contributes indirectly to RUs which include conscientiousness, sportsmanship and civic virtue.

1.9.4 Organizational Support

This study defines organizational support as RUs staff' belief that the university will value their work and concern about their well-being as recognition in change of the contribution they put in (Indrawiani et al., 2018; Rhodes & Eisenberger, 2002; Jebeli & Etebarian, 2015).

1.9.5 Resilience

This study defines resilience as a positive adaptation that enables RUs staff to resist, absorb, thrive, adapt, and recover in facing adversity (Fletcher & Sarkar, 2013; Tracey et al., 2017; Magnano et al., 2016; Wagnild & Young, 1993).

1.9.6 Self-efficacy

This study defines self-efficacy as RUs staff' confidence and their capabilities to utilize control over their personal motivation, behavior, and environment (Bandura, 1997; Chen et al., 2001; Wood & Bandura, 1989).

1.10 Summary

This chapter commence by providing an overview background on how the research idea has taken place from. It then elaborates on problem statement which emphasize on why the need to study on the importance association among OCB, resilience, self-efficacy, organizational support and affective commitment among support staff in the RUs. This study is designed on 4 research objectives and 17 hypotheses. After the elaboration on the significance of this study, it will state research limitation, research assumption as well as operational definitions for the relevant constructs.

The next chapter will be the review on the relevant and related literature pertaining to this study constructs. Hence, this study is the first step of an attempt to embark on a very comprehensive study in exploring OCB in RUs also to look at the relationship between OCB, resilience, self-efficacy organizational support and affective commitment among support staff in Malaysian RUs context. It is hoped that the outcome and output of this study be beneficial to all parties concerned and at the same time contribute to the knowledge enhancement in academic world

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BIODATA OF STUDENT

Rosafizah Mohamed Idrus was born on 31st January 1973 at Grik, Perak. Since her childhood, her parents have always reminded her about the importance of education and never given up in providing support to her. She grew up with the ambition to complete her education journey up to PhD level. Her journey started when she completed her primary education at SRK Sultan Abdul Aziz, Teluk Intan Perak and continued her secondary school at SM Convent, Teluk Intan, Perak. She graduated with her first degree, bachelor in Human Sciences (Psychology) from International Islamic University Malaysia in August 1997.

In 1998, she joined UKM as an assistant registrar and was promoted to senior assistant registrar in 2004. Later in 2006, she pursued her Master degree in Human Resource Management from Monash University, Australia with full scholarship from UKM. She was promoted as a manager at Faculty of Engineering in 2009 and senior manager at Faculty of Science and Technology in 2014. However, she did not give up her ambition and continued her PhD degree in Human Resource Development at the Universiti Putra Malaysia as a full time student with full scholarship from Ministry of Education.

Her research interest relates to positive behavior that focusing on staff's strengths and psychological capacities in the workplace. Generally, she also interested in the area of Human Resource Management, Human Resource Development and Organizational Behavior in the context of Higher Educational Institutions. She has published her articles in these area in academic and professional journals. She has also written paper which were presented at the Graduate Research in Education Seminar (GREduc 2018) held at the Faculty of Educational Studies, UPM and the Malaysia-Indonesia Conference of Economics, Management and Accounting (MIICEMA) 2019 organized by Faculty of Economics and Business Universitas Malikussaleh Aceh, Indonesia.

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LIST OF PUBLICATIONS

Journal Articles

- Idrus, R. M., Idris, K., Omar, Z., Ashraff, M. A. M & Ariffin, H. (2019). Organizational Citizenship Behavior in Malaysian Higher Education Institutions. *International Journal of Academic Research in Business and Social Sciences*, 9 (6), 463 – 477.
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- Idrus, R. M., Idris, K., Omar, Z., Ashraff, M. A. M & Ariffin, H. (2019). The relationship between Organizational Support and Organizational Citizenship Behavior in Malaysian Higher Educational Institutions. *International Journal of Academic Research in Business and Social Sciences*.