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DEVELOPMENT AND VALIDATION OF AN ORGANIZATIONAL CITIZENSHIP BEHAVIOR INSTRUMENT AMONG SECONDARY SCHOOL TEACHERS IN MALAYSIA

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Organizational citizenship behavior (OCB) refers to the behavior of employees, which typically exceeds their official duties and helps to increase organizational performance. Many studies on OCB have been conducted in organizations, however, scholars have only developed validated OCB scales in the Western context. Hence, the accuracy of the items used in the studies in the Malaysian context is arguable. In fact, scholars have agreed that OCB is operationally defined by an individual's perception, which may vary based on cultural and social rules. Furthermore, limited literature was found on the context of educational practices. Therefore, the purpose of this study is to develop and validate a Malaysian version of a teachers' OCB instrument. The instrument was named as the Teacher OCB Instrument (TOCBI).

In addition, the study describes genuine scenarios of secondary school teachers' OCB in Malaysia. A comprehensive review of the literature has identified a factor that can potentially influence OCB, which is school climate. This study is conducted in two phases: qualitative and quantitative. An exploratory sequential-mixed methods design was employed, accorded with DeVellis's (2012) scale development guideline. Three sessions of focus group discussions (FGD) were conducted with 14 teachers for the qualitative study. The results of the qualitative study revealed seven themes of OCB which are 1) altruism; 2) courtesy, 3) conscientiousness, 4) civic virtue, 5) sportsmanship, 6) self-development, and 7) individual initiative. Then, TOCBI was validated using the content validity index (CVI) by 20 experts.

Questionnaires were administered to secondary school teachers for construct validation. A total of 269 questionnaires at the exploratory stage and 824

questionnaires at the confirmatory stage were collected and analyzed. The psychometric properties of TOCBI were examined using exploratory factor analysis (EFA) and confirmatory factor analysis (CFA). The CFA showed that the four-factor solution met the model fit with all factor loadings exceeding .50 and the final model demonstrated a good fit with more than three fit indices established at a high upper cut-off value of .90. Furthermore, the results of this study confirmed the convergent and discriminant validity. The final model revealed four dimensions of TOCBI which are civic virtue, interpersonal facilitation, individual initiative and interpersonal harmony. Descriptive statistics in terms of frequencies, percentages, means and standard deviations were used to describe the scenario of OCB among secondary school teachers in Malaysia. Findings revealed that the level of OCB among secondary school teachers was moderate.

In addition, the levels of the four TOCBI dimensions were also measured. A comparison of the mean scores between the four factors of OCB showed that interpersonal facilitation was the highest type of OCB exhibited by teachers, followed by interpersonal harmony, civic virtue and individual initiative. In validating the newly developed OCB, the instrument was tested with the school climate. The findings show that there was a moderate, significant positive relationship between school climate and OCB. Hence, the results of this study support the research hypothesis whereby school climate influences teachers' OCB. The discussion above shows that the current study has fully achieved the research objectives.

Significantly, this study came out with a newly developed instrument to accurately measure teachers' OCB in Malaysia. Moreover, this study produced fresh insight on the context of teachers in Malaysia to gain a better understanding of the relationship between school climate and OCB. It provides a new, reliable and validated teachers' OCB instrument. In addition, this study extends the existing body of knowledge within human resource, organizational research and educational research. This study is beneficial to human resource practitioners to develop and design an appropriate program to promote teachers' OCB and improve the level of OCB among teachers for success and prosperity. School administrators and practitioners may use the findings to formulate strategies to manage teachers' OCB in order to increase teachers' performance in school.

**PEMBANGUNAN DAN KESAHAN INSTRUMEN TINGKAH LAKU
KEWARGAAN ORGANISASI DALAM KALANGAN GURU SEKOLAH
MENENGAH DI MALAYSIA DAN HUBUNGANNYA DENGAN IKLIM
SEKOLAH**

Oleh

SURIANI BINTI ISMAIL

Mei 2021

Pengerusi   : Ismi Arif Ismail, PhD
Fakulti   : Pengajian Pendidikan

Tingkah laku kewargaan organisasi (TLKO) merujuk kepada tingkah laku
pekerja, yang biasanya melebihi tugas rasmi dan tingkah laku ini membantu
meningkatkan prestasi organisasi. Banyak kajian mengenai TLKO telah
dijalankan dalam organisasi, namun para sarjana telah membina skala TLKO
yang disahkan dalam konteks Barat. Oleh itu, ketepatan item yang digunakan
dalam kajian dapat dibahaskan sama ada bersesuaian dengan konteks Malaysia
atau sebaliknya. Pada hakikatnya, para pengkaji bersetuju bahawa TLKO
ditakrifkan secara operasional oleh persepsi individu yang mungkin berbeza
mengikut peraturan budaya dan sosial. Selanjutnya, kajian lepas terhad boleh
didapati dalam konteks amalan pendidikan. Oleh itu, tujuan kajian ini adalah
untuk membina dan mengesahkan instrumen TLKO guru versi Malaysia.
Instrumen tersebut dinamakan sebagai Instrumen Tingkah Laku
Kewarganegaraan Organisasi Guru (ITLKOG) .

Di samping itu, kajian ini menggambarkan senario sebenar TKLO guru sekolah
menengah di Malaysia. Tinjauan literatur yang komprehensif telah mengenal
pasti faktor yang berpotensi mempengaruhi TLKO iaitu iklim sekolah. Kajian ini
telah dijalankan dalam dua fasa: kualitatif dan kuantitatif. Reka bentuk kajian
secara *exploratory sequential-mixed methods* telah digunakan, sesuai dengan
garis panduan membina instrumen oleh DeVellis (2012). Tiga sesi Perbincangan
Kumpulan Berfokus (PKB) telah dijalankan bersama 14 orang guru dalam kajian
kualitatif. Hasil kajian kualitatif menunjukkan tujuh tema TLKO iaitu 1) altrusime;
2) kesopanan, 3) kehematan, 4) kemurnian sivik, 5) semangat setia kawan, 6)
pembangunan diri, dan 7) inisiatif individu. Kemudian, ITLKOG disahkan
menggunakan Indeks Kesahan Kandungan (IKK) oleh 20 orang pakar.

Soal selidik diedarkan kepada guru sekolah menengah untuk pengesahan konstruk. 269 borang soal selidik yang boleh digunakan pada peringkat eksplorasi dan 824 soal selidik yang boleh digunakan pada peringkat pengesahan telah dikumpulkan dan dianalisis. Sifat psikometrik ITLKOG diuji dengan menggunakan *exploratory factor analysis* (EFA) dan *confirmatory factor analysis* (CFA). CFA menunjukkan empat faktor memenuhi padanan model dengan semua *factor loadings* melebihi .50 dan model akhir menunjukkan kesesuaian dengan lebih daripada tiga nilai *fit indices* yang ditetapkan melebihi .90. Seterusnya, hasil kajian ini mengesahkan kesahan konvergen dan diskriminan. Model terakhir menunjukkan empat dimensi ITLKOG iaitu kemurnian sivik, pemudahcaraan interpersonal, inisiatif individu dan keharmonian interpersonal. Statistik deskriptif dari segi frekuensi, peratusan, min dan sisihan piawai digunakan untuk menggambarkan senario TLKO dalam kalangan guru sekolah menengah di Malaysia. Hasil kajian mendapati tahap OCB di kalangan guru sekolah menengah adalah sederhana.

Selain itu, tahap empat dimensi TOCBI juga diukur. Perbandingan skor min antara empat faktor OCB menunjukkan bahawa pemudahcaraan interpersonal adalah jenis OCB tertinggi yang dipamerkan oleh guru, diikuti oleh keharmonian interpersonal, kemurnian sivik dan inisiatif individu. Berkaitan dengan OCB baharu yang dibangunkan, instrumen tersebut telah diuji dengan iklim sekolah (IS). Hasil kajian mendapati bahawa terdapat hubungan yang sederhana, positif yang sederhana antara IS dan TLKO. Oleh itu, hasil kajian ini menyokong hipotesis kajian yang mana IS mempengaruhi TLKO guru. Perbincangan di atas menunjukkan bahawa kajian semasa telah mencapai objektif penyelidikan sepenuhnya.

Secara ketara, kajian ini hadir bersama instrumen yang baharu dibangunkan untuk mengukur TLKO guru di Malaysia dengan tepat. Tambahan lagi, kajian ini menghasilkan pandangan yang baharu dalam konteks guru di Malaysia dan memperoleh pemahaman yang lebih baik mengenai hubungan antara iklim sekolah dan TLKO. Ia menyediakan instrumen TLKO guru yang baharu, boleh dipercayai dan disahkan. Di samping itu, kajian ini memperluas pengetahuan yang ada dalam bidang sumber manusia, penyelidikan organisasi dan penyelidikan pendidikan. Kajian ini bermanfaat bagi pengamal sumber manusia untuk membangunkan dan merancang program yang sesuai untuk mempromosikan TLKO guru dan meningkatkan tahap TLKO dalam kalangan guru untuk kejayaan dan kesejahteraan. Pentadbir sekolah dan pengamal boleh menggunakan hasil kajian untuk merangka strategi mengurus TLKO guru dalam meningkatkan prestasi guru di sekolah.

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v

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

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- supervision responsibilities as stated in the Universiti Putra Malaysia (Graduate Studies) Rules 2003 (Revision 2012-2013) are adhered to.

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

xviii

LIST OF ABBREVIATIONS

AGFI	Adjusted Goodness of Fit Index
AMOS	Analysis of Moment Structure
AVE	Average Variance Extracted
CFA	Confirmatory Factor Analysis
CFI	Comparative Fix Index
CR	Composite Reliability
CVI	Content Validity Index
df	Degree of Freedom
EFA	Exploratory Factor Analysis
GFI	Goodness-of-fit Index
IFI	Incremental Fit Index
KMO	Kaiser-Meyer-Olkin
MI	Modification Indices
NFI	Normed Fit Index
OCB	Organizational Citizenship Behavior
RMSEA	Root Mean Square Error of Approximation
SC	School Climate
SEM	Structural equation modeling
TLI	Tucker Lewis Index
TOCBI	Teachers Organizational Citizenship Behavior Instrument

CHAPTER 1

INTRODUCTION

1.1   Introduction

This chapter comprises the background of study, the problem statement, research questions and objectives of the study. The significance of the study is also discussed to show the importance of this study for the future. Last but not least, the operational definitions are listed to make clear the definitions of the terms used in this study.

1.2   Background of the Study

Globalization has forced increasing economic competition within and between countries. It is assumed that economic competitiveness will lead to human capital development in which citizens must acquire the knowledge, skills and attitudes necessary for civic success in a knowledge-based economy (Da Wan, Sirat & Abdul Razak, 2018). Indeed, globalization led organizations to enhance human resource management, including employee's management, in order to create effective and efficient business environments (AVCI, 2016).

According to Asari et al. (2018), one strategy in facing globalization is in developing a set of human capital who are capable of improving organizational effectiveness. An organization will succeed only when employees work hard every day in performing their work and assist the organization to stay competitive in the business world (AVCI, 2016). Based on this understanding, employees are required to be more effective, participatory, and exhibit extra-role behaviors in the organization to achieve the organizational objectives. Furthermore, Chib (2016) stated that the top performers in an organization are employees who work beyond the requirements and go the extra mile in implementing satisfactory tasks. At this point, organizational citizenship behavior (OCB) seems to be a crucial concept for effective employees' performance and efficient functioning of organizational systems.

Generally, traditional measures of performance found that there are two categories of performance: task performance and contextual performance. Task performance refers to the required behaviors of employees that contribute directly to individual and organizational performance (Kalia & Bhardwaj, 2019). Meanwhile, contextual performance refers to discretionary behavior or voluntary behavior that are considered as a part of a formal task and is not directly recognized in the compensation system (Delgado-Rodríguez et al. 2018). Increasing organizational effectiveness requires not only in driving individuals' task performance but also should be combined with contextual performance

1

(Yusnita et al., 2021). Contextual performances or extra-role behavior are both classified by scholars as OCB (Gupta & Sharma, 2018; Motowidlo & Borman, 2017). In addition, some scholars use the same concept of contextual performance to explain extra-role behaviors (Eddleston et al., 2018; Gupta & Sharma, 2018).

Research on OCB has been conducted by scholars over a decade. The field of organizational behavior has received much attention by the existing concept of OCB (Chernyak-Hai & Tziner, 2021; Ismail & Rodzalan, 2021). Dennis Organ and his colleagues were the first team who coined the term OCB. Scholars suggested that OCB is closely related to employees' performance and much effort has been made to classify the meaning of OCB (Rosle et al., 2021). In fact, some studies revealed that perceptions of OCB are based on an individual's perception and cultures (Amah, 2017; Jiao et al., 2013). In other words, different cultures may have different perceptions about OCB. Therefore, this study aims to investigate OCB in the Malaysian perspective.

Scholars have recognized the effectiveness of OCB in a functioning organization (Ali et al., 2021). Previous studies have revealed that successful organizations need employees who will perform beyond their given tasks and increase organizational effectiveness (Chib, 2016; Zabihi et al., 2012). In fact, it is considered essential to enhance the performance of employees which can contribute to organizational effectiveness and organizational success (Arubayi et al., 2020; Potnuru et al., 2020). However, in the last decade, some studies have begun to question the positive outcome of OCB that should be explored further. For this reason, researchers called for more research on OCB (Lavy, 2019).

In the educational setting, OCB is a behavior that is expected for the continuity and achievement of school goals (Yusnita et al., 2021). The study of school effectiveness within educational research has revealed that OCB contributes to the school's success and achievement of their goals (Arar & Nasra, 2019). In fact, studies revealed that a school's success depends on teachers' willingness to engage beyond the prescribed work (Somech & Oplatka, 2014). Hence, the school must show responsibility to encourage teachers to exhibit extra-role behavior in order to attain its objectives and goals. This shows that teachers' OCB differs from OCB for other professions in an organization, which also implies that different fields have different job characteristics. In the light of this information, this study is conducted to examine OCB in the perspective of teachers in school.

OCB for teachers consist of a wide range of activities including helping behaviors to colleagues, students (e.g. giving special attention to different level of students) and being involving in school management activities (e.g. advocating for the school's improvements and effectiveness). Indeed, most of the behaviors happen daily and are important for the function of the school (Lavy, 2019). Based on previous studies of OCB in the teaching profession, it seems that OCB

2

is essential among teachers. However, scholars have revealed that high expectation to teachers' commitment in work has led them to struggle in completing the task (Choong et al., 2021). As a result, attention should be paid to encourage teachers to perform extra-role behavior without neglecting their duty (e.g., teaching) as well as burdening them with non-related tasks.

More importantly, the narration of teachers' job attitudes requires an investigation as they provide their services to students which is closely related to a school's performance. It is important to understand these common experiences in order to develop the instrument. Indeed, the researcher needed to take into account that a more in-depth understanding about teachers' experience in OCB needed to be explored. Therefore, it is critical to identify important attributes and themes to form an instrument to assess teachers' OCB. Taking this into consideration, the main purpose of this study is to develop an instrument of OCB for teachers in Malaysia. Such instrument could provide the specific attributes of teachers' OCB that are most lacking.

1.2.1 Education Reform

The impact of transformation and the intention to improve the quality of education has commenced. The policies and strategies that drive educational reforms have been developed by the Malaysian government to create structures in the education system that allow for education performance assessments. Many recent education reform scales have been formulated to increase human capital productivity as well as promote economic development through improved education (Da Wan et al., 2018). In order to achieve this mission by 2020, the government has released the Malaysia Education Blueprint (MEB) 2013 - 2025 with a total of 11 key areas to define the course of education reform over the next decade. The MEB is implemented in three waves. Wave 1 is implemented in 2013 until 2015 with the purpose to turn the education system around by raising the number of competent teachers and improving student literacy. Wave 2 (2016-2020) focuses on accelerating the improvement of the education delivery system, whereas Wave 3 (2021-2025) focuses on increasing operational flexibility to cultivate a culture of professional excellence. In order to achieve these goals, the MEB has launched a number of shifts that needs to be implemented for pre-school to post-secondary education. These include the need to (1) provide equal access to quality education of international standard; (2) ensure every child is proficient in Bahasa Melayu and the English Language and encourage them to learn an additional language; (3) develop value-driven Malaysians; (4) transform teaching into a profession of choice; (5) ensure high performing school leaders in every school; (6) empower JPNs, PPDs and schools to customize solutions based on needs; (7) leverage ICT to scale up quality learning across Malaysia; (8) transform Ministry delivery capabilities and capacity; (9) partner with parents, community and private sector at scale; (10) maximize students' outcome for every ringgit; and (11) increase transparency for direct public accountability.

3

The borderless world compels the education industry in Malaysia to confront the rising wave of the educational transformation system. In order to ensure that the transformation of Malaysian education is effective and sustainable, the teachers' role has changed. Nowadays, the teachers' role is not only focused on teaching and learning, but on promoting inclusion and assessing students' performance both in curriculum and in co-curriculum (Da Wan et al., 2018).

In addition, the development of education in Malaysia is growing rapidly as a result of the high expectation to teachers and schools at pre-school, primary and secondary school levels. With the rapid advancement of educational transformation, the nature of school and learning has changed drastically. Hence, the role of teachers is now more complicated in helping the youth explore the borderless world and ensure the effectiveness of students' and schools' development (Ahmad & Ghavifekr, 2014). In other words, the performance of teachers needs to be increased in order to improve the quality of education and develop future talent for human capital development. Ultimately, the performance of schools strongly depends on the performance of teachers. Taking this into consideration, it is important to examine the attributes and quality needed of teachers to support educational reforms in Malaysia.

1.2.2   Education in Malaysia

The earliest forms of schooling in Malaysia is known as Sekolah Pondok (literally, hut school), madrasah and other Islamic schools. After the British colonial government dominated Malaysia which was known as Malaya at that time, they innovated the education system of Malaya and introduced secular schools. The oldest English-language school in Malaya was found in 1816, which was named as Penang Free School. In 1905, a British historian, Richard James Wilkinson established the Malay College Kuala Kangsar to educate the Malay elites. At the same time, the Sultan Idris Training College was built to produce Malay teachers. Initially, there were no Malay-language secondary schools in Malaya. This situation forced those who had studied in Malay during primary school to change their education language to the English language. As a result, many Malays had difficulties in their studies and many complaints were made regarding this policy. After the independence, the education of Malaya was managed by the late Prime Minister, Tun Abdul Razak bin Dato' Hussein. In the 1970s, the government began to change English-medium primary and secondary national-type schools into Malay-medium national schools according to the national language policy. The Malaysian education grew rapidly with time. In 1996, the Education Act of 1996 was established to amend the previous Education Act 1961.

On 13 July 2005, the Cabinet approved 27 Teacher Training Colleges (TTC) in Malaysia to be upgraded to the Institute of Teacher Education (ITE), also known as Institut Pendidikan Guru (IPG). This institution used to only produce graduates with diplomas and certificates. Now, it has a mandate that entitles a Bachelor of Education. The implication of this upgrade makes IPG a higher educational institution. In line with the change of the status, IPG has implemented a Bachelor

4

of Education program (PISMP). IPG's first batch has already completed their studies and graduated with a Bachelor of Education in 2011. IPG produces competent and spirited educators with a dynamic teacher development program towards world-class education (Ministry of Education, 2012). Furthermore, there are other public universities which produce graduates with Bachelor of Education such as Universiti Pendidikan Sultan Idris (UPSI), Universiti Putra Malaysia (UPM), Universiti Kebangsaan Malaysia (UKM), Universiti Malaysia (UM) and Universiti Sains Malaysia (USM).

Generally, the education system in Malaysia is monitored by the Ministry of Education Malaysia. The school education system in Malaysia is divided into three categories which are (1) pre-school; (2) primary school; and (3) secondary school. By law, primary education is compulsory. The school period is divided into two semesters in a year, from January until May and June until the end of November. People send their children to pre-school as early as when the children are three years old, which they attend until they reach six years old. There is no specific formal curriculum in pre-school education and it is not compulsory to every child except compulsory certification for principals and teachers who would like to operate a pre-school.

At the age of seven, children start attending primary education in Malaysia which lasts for six years. This is called as standard 1 to standard 6 (year 1 until year 6). Pupils who attend primary education are exposed to a formal syllabus in class. They have to sit for the Primary School Achievement Test (UPSR) before progressing to secondary school. The subjects tested in UPSR include Malay comprehension, written Malay, English, Science and Mathematics. In addition, Chinese comprehension and written Chinese are compulsory in Chinese schools while Tamil comprehension and written Tamil are compulsory in Tamil schools.

1.3   Problem Statement

Teachers' OCB is generally measured either by using validated generic OCB scales which were developed in industrial settings, or by using scales which were developed in an educational setting. Even though there are several existing instruments to measure OCB in previous studies (e.g: instrument by Moorman & Blakely, 1995; Van Dyne & Lepine, 1998), most of the validated OCB scales were developed in the Western context (Habeeb, 2019; Kumar & Shah, 2015; Dipaola & Hoy, 2005). Hence, this study is conducted to examine OCB in the Eastern context, specifically in the Malaysian perspective.

In addition, scholars revealed that OCB is defined operationally based on individual perceptions (Amah, 2017; Dipaola & Neves, 2009). Studies have been conducted to examine differences in the perception of OCB due to various cultures (Amah, 2017; Jiao et al., 2013). Notably, those studies consistently revealed that culture influences OCB. For instance, Westerners are individualistic where they emphasize freedom to define their own personality

5

(Organ et al., 2006). A high individualism level indicates that individual rights are dominant within the society. Therefore, OCB could take the form of individual effort to others in an organization. Meanwhile, Easterners have a strong collective value in which their identity is derived from one's larger group or society. For this reason, OCB could take the form of voluntary behavior towards the members of the organization as a whole (Becton & Field, 2009).

Amah (2017) conducted a study on an OCB scale among Nigerian employees. The study found that using a measurement from another culture will underestimate the level of the behavior in Nigeria and the policy developed from such a result was inaccurate. In another study, Jimmieson et al. (2010) designed an instrument to measure OCB among Australian teachers. They developed a new scale of OCB because several items in the existing instrument were inappropriate in the Australian context. In addition, a recent study was conducted to examine the cultural differences in OCB in Southeast Asia (Malaysia and Indonesia). The study revealed that although the culture of these two countries originated from the same roots which cause many similarities among them, there are differences in terms of OCB and employees' performance that can affect organizational performance (Suharnomo & Hashim, 2019). Based on the discussion above, the previous studies revealed that even though a validated teachers' OCB scale has been developed, the nature of teachers' OCB may vary by the cultural and social rules of the society. Hence, it is essential to investigate the OCB scale in other countries with different cultures (Amah, 2017; Jiao et al., 2013).

Furthermore, based on the review of existing instruments on teachers' OCB, several items have been found to be inappropriate for the Malaysian school setting. For instance, item "arrive early for class" in Belogolovsky and Somech (2010) was considered as teachers' OCB. However, early arrival for class is compulsory among Malaysian teachers and it has been stated as a general teacher guideline (Ministry of Education, 2019). In other words, the item is inappropriate to measure teachers' OCB in Malaysia. Notably, to the best of our knowledge, no study has been conducted on instrument development of teachers' OCB in Malaysian schools. Therefore, the aim of this study is to develop an instrument for measuring Malaysian teachers' OCB.

In most organizational studies conducted, schools have been viewed as different from other organizations (DiPaola & Hoy, 2005). Many studies on OCB have been conducted in organizations but not in schools which therefore limits the literature (Shaheen et al., 2016). In Malaysia, some studies have been conducted on OCB in the context of educational practices. For instance, Mohammad et al. (2011) conducted an empirical study on the relationship between job satisfaction and OCB. Similarly, Khan and Abdul Rashid (2012) examined the antecedents of OCB in the context of education. In fact, in a recent study, Mohd Shah and Halim (2018) conducted a study on the relationship between five factor personality and OCB among teachers. However, these studies adapted OCB scales from a non-educational setting. Additionally, despite the absence of a teacher's OCB scale in Malaysia, studies on OCB in

6

the educational setting (school) has still received little attention among Malaysian scholars. Therefore, this study aims to construct an OCB scale for Malaysian school teachers.

Cohen and Keren (2010) stated that better understanding of the relationship between climate and OCB can provide the management with more strategies to increase OCB. According to Pozveh and Karimi (2019), leaders with good social and communication skills can create a positive environment in which employees strive to achieve organizational goals, including in making efforts beyond the formal and legal requirements of their job. In the educational setting, several studies have been conducted to determine the relationship between climate and OCB. Farooqui (2012) investigated the impact of organizational climate on OCB in the context of the educational setting. The dimensions of organizational climate comprised of leadership, role characteristics, organizational system and workplace relationship. Similarly, Pozveh and Karimi (2019) conducted a study to examine the relationship between climate and OCB in the education setting. However, both studies have been conducted among staff in the higher education system, which differs from the school system. Moreover, although several empirical studies have been conducted on the relationship between climate and OCB in schools (e.g, Cohen & Keren, 2010; Garg & Rastogi, 2006; Tschannen-Moran & Hoy, 2001), the literature seems to be outdated. More recent literature is needed to support the current study. Therefore, besides developing a scale for measuring OCB, this study examines the relationship between school climate (SC) and OCB in order to expand the literature.

1.4   Research Objectives

The objective of this research can be divided into two categories: 1) main objective and 2) specific objective.

1.4.1   Main Objective

The main objective of this research is to develop and validate a Malaysian version of teachers' OCB scale and its relationship with SC.

1.4.2   Specific Objective

1. To develop teachers' OCB scale among secondary school teachers in Malaysia;
2. To determine the validity and reliability of teachers' OCB scale among secondary school teachers in Malaysia;
3. To determine the extent to which secondary school teachers in Malaysia exhibit OCB;

4. To determine the relationship between school climate (SC) and organizational citizenship behavior (OCB) in Malaysian secondary schools.

1.5   Study Questions

Specifically, this investigation will examine the following questions:

1. What are the attributes of organizational citizenship behavior (OCB) that would most likely suit school teachers?
2. To what extent do the items represent the content domain (OCB)?
3. What are the validity and reliability of the newly developed measures of teachers' OCB in Malaysia?
4. What is the current level of teachers' OCB among secondary school teachers in Malaysia?
5. Is there a significant relationship between organizational climate and organizational citizenship behavior (OCB) in Malaysia?

1.6   Study Hypothesis

After reviewing the literature, the following hypothesis is set to be tested in this study.

Hypothesis:
There is a significant and positive relationship between school climate and organizational citizenship behavior.

1.7   Significance of the Research

This study contributes significantly to the body of knowledge and practices in the area of human resource development. The discussion is divided into two sub-topics which are the theoretical significance and practical significance.

1.7.1   Theoretical Significance

Since there have been little empirical studies on OCB especially in the context of the construct and scale of OCB, this study provides another empirical study to the existing literature and more empirical evidence regarding the study on OCB in Malaysia. In other words, this study contributes to the existing knowledge of the subject concerning OCB. Therefore, it can be used as a reference to other researchers who are interested in conducting a study on OCB in the future.

8

In addition, even though studies on OCB have been conducted over the decade, however the studies concern employees in organizations and not teachers in school. Recently, scholars have suggested to extend the research of OCB to a variety of organizations and occupations for a better understanding of this concept. This suggestion is especially relevant to educational organizations due to the different job characteristics of teachers in which teachers' behaviors impact all school members' performance, including the principal and students. This study can provide another empirical research to the existing literature on teachers' job characteristic and behaviors which relate to OCB.

Other than that, the main purpose of this study is to develop teachers' OCB scale in Malaysia. As noted in the previous discussion, past literature in this area is inconclusive in the analysis of scale development of OCB, particularly in Malaysia. Therefore, this is the first attempt to develop such scale. The developed scale is useful as a tool to measure the level of OCB among teachers in Malaysia since there is currently no instrument to measure teachers' OCB in Malaysia. It is important to note that the main contribution of this study is the development of an instrument which is culturally applicable to the school system in Malaysia.

The findings of this study are important to reveal the level of OCB in school. Although there are studies that examine OCB in the teacher' perspective, the findings are discussed without reporting the level of teachers' OCB in school. Moreover, undeniably, OCB can increase a school's effectiveness. As well as revealing the true scenario of teacher's OCB in Malaysia, this study seeks to determine the influence of SC on OCB. Therefore, this study provides detailed knowledge of the effectiveness of school systems with the SC which consist of school management (principal leadership), autonomy, teachers' intimacy, and school facilities and services.

1.7.2   Practical Significance

In global education, teachers and principals need to re-think, re-define, re-tool and re-evaluate their school's sources. This includes how they design, plan and perform their vision and mission to serve the community. Practically, the developed scale of this study may help principals and education experts generate new opportunities in improving teachers' and schools' performance. School administrators may encourage OCB in schools to ensure success in the Malaysian education, specifically to improve the students, teachers and schools' performance.

Moreover, the results of this study may help schools promote OCB among teachers in order to create higher levels of multi-dimensional performance within the schools. Multi-dimensional performance refers to the ability of schools to be a centre of knowledge and a place to develop youth's creativity and social values. This study's findings emphasize the significance of teachers' contextual

9

performance in schools. The findings are likely to improve the understanding of school administrators and teachers on OCB. Teachers ought to be more creative and innovative in improving their performance. Since scholars have suggested that OCB is related to organizational effectiveness and success, teachers need to maximize their capability and be prepared to work beyond the prescribed tasks. This study can also help school administrators have better understanding on how to manage OCB in schools and ensure improved school performance without compromising the teachers' core duties. At this point, the school management can be improved alongside human resource practices in the context of the educational setting as managing people in the organization is one of the practices in human resource management (HRM).

Other practices in HRM is training and development. Specifically, this study would greatly contribute to the functional areas of training and development, especially in influencing its processes. The scope of this study clearly shows the importance of contextual performance among employees which is related to human capital development in the educational setting. In the light of this information, findings from this study are beneficial to school principals and HRD practitioners in the ministry to develop and design an appropriate program needed to improve the level of OCB among teachers for success and prosperity. A training program which emphasizes the importance of OCB may encourage teachers to have the propensity to exhibit OCB in schools. Furthermore, previous study has revealed that people can be taught and trained to perform OCB, so their predisposition to exhibit OCB can be improved. Therefore, the findings of this study can guide HR practitioners to review the training programs including the contents and activities to promote teachers' OCB. As a result, the number of teachers with a high level of task and contextual performance in the schools may increase.

This study also provides knowledge to school principals and officers in the Ministry of Education (MOE) on how OCB could lead to the success of the schools in Malaysia. In fact, this study is also useful to the policy makers of national education to improve the existing policies for future education in order to ensure the successful process of education reform.

1.8   Scope of the Study

The scope of this study is focused on the development of the OCB scale and to test the relationship between OCB and SC. Therefore, other topics that are related to OCB in terms of consequences of OCB are not directly investigated in this study. Furthermore, there are many factors that can contribute to OCB. However, this study only examines one factor which is SC. Thus, this study only focuses on one variable that is believed to influence OCB. The other factors were not included.

10

It is important to note that this study attempts to develop teachers' OCB scale. Therefore, the developed scale is limited to teachers' behavior in school. A new measurement of OCB developed from this study is limited to the school context and cannot be generalized to other professions. This is due to the possible difference in teachers' job description to other professions.

Other than that, there are generally two types of schools in Malaysia: public schools and private schools. These schools provide three levels of education, which are pre-school education, primary education and secondary education (Ministry of Education, 2017). This study is focused on teachers in public secondary schools which are provided by national secondary schools. This is due to the level of students in secondary schools being higher than students in pre-schools and primary schools. Therefore, teachers in secondary education are believed to be more involved in extra-role behaviors. Additionally, this study was conducted among teachers in public secondary school as teachers in public schools are directly managed by the government. Therefore, the developed scale to measure Malaysian teachers' OCB is consistent with the education system of Malaysia.

1.9   Limitations of Study

There are several limitations of study. This study was conducted among Malaysian teachers. The education system of a country may vary from another. Therefore, the scale of this study is developed specifically for Malaysian teachers and it is based on the teachers' cultural behavior. More empirical research needs to be conducted in order to test the developed scale in other countries. There may be a country which shares the same school system and culture with Malaysia. Another limitation of this study is cost limitation. Malaysia can be divided into two parts; Peninsular and East Malaysia. Peninsular Malaysia which includes 12 states is divided into four zones; northern region, southern region, east coast and central region. Meanwhile, East Malaysia comprises of Sabah and Sarawak. The two parts of Malaysia are separated by the South China Sea. The respondents of this study are limited to secondary school teachers in Peninsular Malaysia due to cost limitations.

Moreover, the data for teachers' OCB was gathered by other-report questionnaire using school principals' evaluation which can be subjected to halo effect bias (impression of principals which influence the way they evaluate teachers' behavior) or memory distortion bias of failure to observe correctly. Other than that, the data for SC was gathered using a self-reported questionnaire which can be subjected to self-report bias that may be derived from teachers' fear of critique when reporting the SC.

1.10   Operational Definitions

1.10.1   Organizational Citizenship Behavior (OCB)

OCB refers to behavior in schools that is done discretionarily and which is not defined in the job specification, but benefit the school nonetheless (Oplatka & Stundi, 2011). For the purpose of this study, teachers' OCB is defined as voluntary behavior that is performed beyond the formal task requirement and without any command, and directed towards school, peers and students which could benefit the school's performance.

1.10.2   School Climate (SC)

SC refers to the virtual aspect of the school's experience comprising of the quality of teaching and learning, members of the school's relationship, school environment and school structure (Wang & Degol, 2016). For the purpose of this study, SC is defined as teachers' similar perceptions of an organization's internal features which are both formal and informal in terms of principal leadership, teaching load, autonomy, teachers' intimacy and school facilities.

1.10.3   Principal Leadership

Principal leadership can be defined as a principal's behavior in school in terms of running the school effectively in encouraging school innovation and teachers' involvement in school's activities, taking care of teachers' welfare, and valuing teachers' work (Cohen & Keren, 2010). For the purpose of this study, principal leadership refers to the principals' leadership style in terms of the extent in which they take a personal interest in the teachers and their welfare; the way they manage school effectively, encourage teachers to go the extra mile including in teaching, and respond to teachers' criticism; being concerned with school innovation; and encouraging teachers to participate in the school's policy-making processes.

1.10.4   Autonomy

Autonomy of teachers refers to teachers' freedom to choose instructional techniques or teaching methods and freedom to express their feeling by criticism (Cohen & Keren, 2010). For the purpose of this study, autonomy refers to teachers' autonomy on the job such as freedom from surveillance, freedom in choosing teaching techniques, and methods and freedom to vocalize opinions and criticism.

12

1.10.5   Teachers' Intimacy

Teachers' intimacy refers to the atmosphere among teaching staff, the social relationship among teachers, their sense of belonging and the absence of conflicts between them (Cohen & Keren, 2010). For the purpose of this study, teachers' intimacy can be defined as the socialized atmosphere among the teachers' behavior in cooperating with school members, and the teachers' effort to avoid conflict between them.

1.10.6 School Facilities and Services

School facilities and services refer to the availability of adequate equipment and the cooperation of support staff (Cohen & Keren, 2010). For the purpose of this study, school facilities and services can be defined as adequate equipment, facilities and services attached to all members in a school including maintenance and cleaning services.

1.11   Chapter Summary

This chapter discusses the background of the study, introduced the problem statement, formulated the research questions, and established the objectives of the study. It also put forth some justifications as to the significance of the study and finally provided the operational definitions of the relevant terms in the study.

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169

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175

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Zhu, Y. (2013). Individual behavior: In-role and extra-role. *International Journal of Business Administration, 4*(1), 23-27.

BIODATA OF STUDENT

Suriani Ismail was earned her Bachelor of Human Resource Management from Universiti Teknologi Malaysia, Skudai in 2007. After graduated she worked as Marketing and Promotion Assistant at KB Mall, Y.S. Tang Holding Sdn. Bhd. Then, on Sepetember 2007, she worked as Junior Officer at AEON Credit Service (M) Berhad, Customer Services Unit. She gained a lot of experience at AEON Credit Service (M) Berhad where she must arrange ad handle promotions to promote the products and deal with various people. In 2009, she decided to pursue her post graduate study in Universiti Putra Malaysia (UPM) in the field of Human Resource Development. Her study was supported by UPM under GRF (Graduate Research Fellowship). During the fellowship programme, she assisted her supervisor for research method and data analysis class, undergraduate students. After completed fellowship programme, she worked as a Research Assistant and Teaching Assistant at UPM. As a research assistant, she has participated in seven research grants and collaborated with UPM's researchers and officers from various Ministry to accomplish the research project. She started to pursue her study in PhD, Human Resource Development in 2017. During the study, she has worked as Industrial Trainee (Human Resource Department) at Elektrisola Sdn. Bhd. Since now, she has eight years of working experience as a Research Assistant, three years as a Teaching Assistant and one year as Industrial Trainee at a multi-national company. She has a passion for education and believe that her previous working experiences can make a positive impact on others by producing competitive and high potential leaders for the future of employment.

215

LIST OF PUBLICATIONS

Journal Articles

Ismail, S., Ismail, I. A., Omar, Z., Alias, S. N., & Rami, A. A. M. (2021). School Climate and its Influence on Organizational Citizenship Behavior: A Theoretical Framework. *International Journal of Academic Research in Business and Social Sciences, 11*(6), 410–424.

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216

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INSTRUMENT AMONG SECONDARY SCHOOL TEACHERS IN MALAYSIA

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