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**MEDIATION EFFECT AND DETERMINANTS OF ORGANISATIONAL
CITIZENSHIP BEHAVIOUR ON TEACHERS IN PERAK**

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**THESIS SUBMITTED IN FULFILLMENT OF THE REQUIREMENT FOR THE
DEGREE OF DOCTOR OF PHILOSOPHY**

**FACULTY OF MANAGEMENT AND ECONOMICS
SULTAN IDRIS EDUCATION UNIVERSITY
2017**



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KESAN PENGANTARAAN DAN PENENTU TINGKAHLAKU KEWARGANEGARAAN ORGANISASI KE ATAS GURU-GURU DI PERAK

ABSTRAK

Tesis ini bertujuan untuk mengkaji secara empirikal berkenaan kerangka konseptual yang dicadangkan di mana ianya mengkaji hubungan antara peramal yang dicadangkan: keadilan organisasi, amanah, efikasi sendiri dan efikasi kolektif guru dan juga tingkah laku kewarganegaraan organisasi dalam persekitaran sekolah. Responden sasaran adalah di kalangan guru-guru sekolah menengah di Perak. Seramai 411 kaji selidik telah dikumpulkan dengan menggunakan teknik persampelan pelbagai peringkat. Teknik Model Persamaan Berstruktur telah dijalankan untuk menguji kerangka konseptual dengan menggunakan pendekatan '*Partial Least Square*'. Hasil dapatan kajian ini menunjukkan bahawa semua peramal adalah berkaitan secara signifikan dengan tingkah laku kewarganegaraan organisasi. Seterusnya, kajian ini juga mendapati bahawa amanah adalah merupakan mediator yang penting untuk menjadi pengantara hubungan antara keadilan organisasi dan tingkah laku kewarganegaraan organisasi serta dimensi keadilan organisasi dan tingkahlaku kewarganegaraan organisasi. Sebaliknya, hasil daripada Model Persamaan Berstruktur menunjukkan bahawa hubungan antara keadilan prosedur dan tingkah laku kewarganegaraan organisasi adalah tidak signifikan secara statistikalnya. Berdasarkan hasil kajian empirikal, kajian penyelidikan yang sama perlu dilaksanakan di sekolah menengah dengan memfokuskan kepada pengetua dan pentadbir. Oleh itu, ianya akan dapat memberikan hasil dapatan yang lebih menyeluruh kepada Kerajaan Malaysia dan industri pendidikan.





ABSTRACT

The purpose of this thesis study was to empirically examine the proposed conceptual framework which investigated the relationship among the proposed predictors: organisational justice, trust, teacher self-efficacy and collective efficacy, and organisational citizenship behaviour in school environment. The targeted respondents were teachers of secondary schools in Perak. Four hundred and eleven teachers were selected as samples by using multi-stage sampling technique. Structural Equation Modeling technique was conducted to test the conceptual framework by adopting Partial Least Square approach. The findings of this study revealed that all predictors were significantly related to organisational citizenship behaviour. Further to this, it was also found that trust played an important mediator to mediate the relationships between organisational justice and organisational citizenship behaviour as well as dimensionality of organisational justice and organisational citizenship behaviour. Conversely, the result of Structural Equation Modeling indicated that the relationship between procedural justice and organisational citizenship behaviour was not statistically significant. In view of the empirical study findings, it was suggested that similar research study be conducted by focusing on principals and administrators. Thus, this would be able to provide more comprehensive findings and results to Malaysian Government and Education Industry.





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- I Validity and Reliability Analyses for Pilot Study
- J Coding Sample for Demographic Data
- K Coding Sample for Each Variable and Dimension
- L Harman Single Factor Analysis
- M Convergent Validity for Measurement Model
- N Cross Loadings
- O Normality Result for Indicators





LIST OF ABBREVIATIONS

AVE	Average Variance Extracted
CB-SEM	Covariance-Based Structural Equation Modeling
CE	Collective Efficacy
CR	Composite Reliability
CSV	Comma-Separated Values
CTE	Collective Teachers' Efficacy
DJ	Distributive Justice
ETP	Economic Transformation Programme
f^2	Effect Size
GARS	Government Aided Religious School
GPN	<i>Gred Purata Nasional</i>
GPS	<i>Gred Purata Sekolah</i>
GTE	General Teaching Efficacy
HTMT	The Heterotrait-Monotrait Ratio
IJ	Interactional Justice
IMJ	Informational Justice
IPJ	Interpersonal Justice
MEB	Malaysia Education Blueprint
MJSC	MARA Junior Science Colleges
MOE	Ministry of Education Malaysia





MEM	Malaysia Economic Monitor
NEM	New Economic Model
NUTP	National Union of the Teaching Profession
OCB	Organisational Citizenship Behaviour
OCBI	Organizational Citizenship Behaviour – Individual
OCBO	Organizational Citizenship Behaviour – Organization
OECD	The Organisation for Economic Co-operation and Development
OJ	Organisational Justice
PIRLS	Progress in International Reading Literacy Study
PISA	Programme for International Student Assessment
PJ	Procedural Justice
PLS	Partial Least Squares
PTE	Personal Teaching Efficacy
PT3	<i>Pentaksiran Tingkatan Tiga</i>
PDPA	Personal Data Protection Act
PLS-SEM	Partial Least Square Structural Equation Modeling
Q ²	Predictive Relevance
R ²	R-Squared
RMC	Royal Military College
SE	Self-Efficacy
SMAN	State Religious Secondary School
SMAR	People Religious Secondary School





SRAN	State Religious Primary School
SRAR	People Religious Primary School
SPM	<i>Sijil Pelajaran Malaysia</i>
SPSS	Statistical Package of the Social Science
STPM	<i>Sijil Tinggi Persekolahan Malaysia</i>
TCL	Trust in Client
TCO	Trust in Colleague
TIMSS	International Mathematics and Science Study
TPR	Trust in Principal
TSE	Teacher Self-Efficacy
UPSR	<i>Ujian Pencapaian Sekolah Rendah</i>
VIF	Variance Inflation Factors
WP	Wilayah Persekutuan





CHAPTER 1

INTRODUCTION



Education is important for any nation as it plays a central role to ensure the economic growth and national development for the country (Malaysia Education Blueprint 2015-2025, 2015). In Malaysia, the education sector has been identified as one of the main contributors for the success of Economic Transformation Programme (ETP) which is to transform Malaysia from middle-income nation to high-income nation by year 2020 (Economic Transformation Programme: A roadmap for Malaysia, 2010; Malaysia Economic Monitor: High-Performing Education, 2013).

In conjunction of the ETP, Malaysian government has also formulated and implemented the tenth Malaysia Plan in 2010 to move the direction and focuses on human capital development. It is also emphasized by Malaysian Deputy Prime





Minister Yang Amat Berhormat Tan Sri Dato' Haji Muhyiddin bin Mohd Yassin and Minister of Education Yang Berhormat Dato' Seri Mohamed Khaled Nordin, that education sector is critical for Malaysia to obtain and achieve the status of high-income nation. This is also mentioned in World Bank Report 2013, where the development of human capital is extremely vital in the New Economic Model (NEM) in order to achieve inclusive and sustainable economic growth in Malaysia. Additionally, the Malaysia education system is also highlighted and pointed as crucial hub for Malaysia Economic by developing human capital in the NEM (Malaysia Economic Monitor: High-Performing Education, 2013).

By having a quality education system in Malaysia, it would be able to produce quality, innovative, competent and inquisitive workers. Subsequently, this would continuously enhance and strengthen the productivity level (Malaysia Economic Monitor: High-Performing Education, 2013). Therefore, Malaysia is aiming to transform education into an engine of growth over the next decade (Economic Transformation Programme: A roadmap for Malaysia, 2010; Malaysia Economic Monitor: High-Performing Education, 2013).

The MOE has also conducted an extensive review on the education system and successfully develop a new and long term plan which is known as Malaysia Education Blueprint (NEB) from 2015 to 2025. This Blueprint requires a ten years duration with eleven shifts to successfully reform the education system. The reformation of education system is one of the crucial keys for Malaysia teachers in order to achieve the objective of ETP by 2020.





Based on the Programme for International Student Assessment (PISA) 2009+ results, it is indicated that Malaysia has been ranked in the bottom third of 74 participating countries. It is weaker than Singapore, Hong Kong, China, Finland, Taiwan, Japan and South Korea. Malaysian students has been ranked at 54th for reading proficiency, 57th for mathematics proficiency and 52nd for science proficiency (Malaysia Education Blueprint 2015-2025, 2015). Hence, this is an indication that Malaysian education achievement has fallen behind in East Asia (Malaysia Economic Monitor: High-Performing Education, 2013).

Likewise to the Trend in International Mathematics and Science Study (TIMSS), the learning outcomes also show an unfavourable result which the scores on both Mathematics and Science have declined substantially in 2007 onwards (Malaysia Economic Monitor: High-Performing Education, 2013). Thus, this has caused the Malaysian labour workforce to lack both cognitive and non-cognitive skills such as information technology, English language, communication, creativity or innovation, technical or professional, problem solving, numerical, time management, leadership, adaptability, social and team working. Eventually, the employment rate is also deteriorating (Malaysia Economic Monitor: High-Performing Education, 2013).

In national wise, the “*Gred Purata Sekolah (GPS)*” for *Ujian Pencapaian Sekolah Rendah (UPSR)* have indicated unfavourable result from year 2013 to 2014. For UPSR GPS, the average GPS for the nation has slightly increased from 2.27 in year 2013 to 2.29 in year 2014 (Analisis 2014 SPM dan UPSR Perak, 2015). Out of 13 states and three federal territories, only Terengganu, Sabah and Wilayah Persekutuan Putrajaya show improvement in GPN result. For *Sijil Pelajaran*





Menengah (SPM) “*Gred Purata Nasional* (GPN)”, all the states and three federal territories are also indicating a downtrends.

For Perak, the SPM GPN index value (5.01 to 5.20) and UPSR GPS index value (2.29 to 2.31) indicate that student achievement for Perak is regressing (Analisis 2014 SPM dan UPSR Perak, 2015). Additionally, the UPSR and SPM scored index values for Perak is not up to the national average index values which showed at 2.29 (UPSR) and 5.08 (SPM). As compared to other states, Perak is only ranked at 12th Places for UPSR GPS and second lowest in Peninsular Malaysia for SPM GPN (Analisis 2014 SPM dan UPSR Perak, 2015; Keputusan SPM 2014 mencatat penurunan, 2015). Hence, it is important to conduct a further study on how to improve the achievement for Perak.



In view of the poor student achievement, the Deputy Prime Minister of Malaysia mentioned that the Government is taking initiative and work very hard for the improvement of education system through improving the quality of teachers (Higher grade for outstanding teachers, 2012). Muhyiddin bin Mohd Yassin said that “teachers are main assets in any education system”. Malaysian Government is advised to find out some useful techniques to tackle the seriousness of the Education System (Higher grade for outstanding teachers, 2012). It is strongly advice to the teachers that they should work as a team and assistance should be provided to each other in order to enhance the team spirit. Eventually, this will increase the school efficiency and effectiveness (Bogler & Somech, 2005; Dipaola & Hoy, 2005a).





Due to the globalisation and internationalisation, education sector is playing an important role in producing competent manpower in order to ensure Malaysia is competitive enough to other Asian Countries. Further to this, the OECD has pointed out that school is receiving a lot of challenges due to demands from society (Demand-sensitive schooling?: evidence and issues, 2006). Malaysian Government is willing and accepts the challenges by attempting to “transform the teaching profession into a profession of choice, empowering state and district education offices and schools, and promoting greater parent and community involvement” (Malaysia Economic Monitor: High-Performing Education, 2013, pp.47).

With the challenges faced by Malaysian Government, it is a must for teachers to work beyond their formal job duties and responsibilities in order to achieve success in future (Runhaar, Konermann & Sander, 2013; Somech & Ron, 2007). It seems apparent that both trust and organizational citizenship are vital constructs for schools as both constructs are salient aspects for creation and maintenance of effective learning environments (Dipaola & Hoy, 2005a; Dipaola & Hoy, 2005b; Dipaola, Tarter & Hoy, 2005).

The adoption of organisational citizenship behaviour (OCB) is essential to ensure the efficiency and effectiveness of any organization (Jimmieson, Hannam & Yeo, 2010; Yucel, 2008; Erturk, 2007; Bogler & Somech, 2005; Dipaola & Hoy, 2005a; 2005b; Podsakoff, Mackenzie, Paine & Bachrach, 2000). OCB is important to those country that education system is having problems such as teacher training, the number of students per class and education (Yilmaz & Tasdan, 2009). It is especially





vital to Malaysia economic growth and national development (Malaysia Education Blueprint 2015-2025, 2015).

In order to encourage teachers to practice citizenship behaviour, it is important to ensure the management is always fair and just. The sense of efficacy and belief the effort of faculty as a whole would make a different to school achievement (Guh, Lin, Fah & Yang, 2013; Mansor, Darus & Dali, 2013; Burn, 2012; Cooper, 2010; Jackson, 2009; Dussault, 2006; Somech & Drach-Zahavy, 2000; 2004). It is also essential for Malaysian Government, MOE, school principals and administrators to promote a trusting environment in order to encourage teachers' to exhibit OCB (Guh et al., 2013; McKenzie, 2011).



Although Malaysian Government has planned to reduce the administrative work for teachers so as to allow teachers to focus on their core function of teaching (Malaysia Education Blueprint 2015-2025, 2015), it is insufficient to ensure school effectiveness and efficiency in improving school overall performance whereby carrying their formal task performance will not bring any significant improvement to school (Oplatka, 2009, Dipaola & Coasta Neves, 2009; Belogolovsky & Somech, 2010; Sesen & Basim, 2012; Runhaar et al., 2013). Hence, the OCB is necessary to nurture in school environment in order to encourage teachers to work beyond and above the formal job descriptions (Belogolovsky & Somech, 2010). OCB can be defined as “individual behaviour that is discretionary, not directly or explicitly recognized by the formal reward system and that in the aggregate promotes the effective functioning of the organization” (Organ, 1988, p.4). This definition of OCB

