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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

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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 kendiri 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.

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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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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	*Gred Purata Nasional*
GPS	*Gred Purata Sekolah*
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

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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	*Pentaksiran Tingkatan Tiga*
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

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

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CHAPTER 1

INTRODUCTION

1.0 Research Background

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

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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.

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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*

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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.

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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).

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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

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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).

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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

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is further redefine as "performance that supports the social and psychological environment in which task performance takes place" (Organ, 1997, pg. 95).

1.1 Research Gaps

1.1.1 OCB among Teachers

OCB is originally developed by Organ (1988). The term OCB has been applied and envisaged as a salient guise in various industries context (Chiang & Hsieh, 2012; Lee, & Low, 2012; Jo & Joo, 2011; Jiang, Sun & Law, 2011; Bolon, 1997). However, the concept of OCB has been neglected in schools context (Erturk, 2007; Dipaola & Hoy, 2005a; Dipaola & Tschannen-Moran, 2001). Erturk (2007) indicated that it is lacked of study focus on OCB in School setting.

In 2009, there is only ten studies research on OCB in school context (Yilmaz & Tasdan, 2009; Oplatka, 2006). This is also mentioned in Oplatka (2009). Thereafter, there are more than 20 studies which have been conducted in different country in education such as Israel (Somech & Drach-Zahavy, 2000; 2004; Somech & Ron, 2007; Belogolovsky & Somech, 2010), Ohio in United Stated (Dipaola & Hoy, 2005a; 2005b; Dipaola & da Costa Neves, 2009), Queensland in Australia (Jimmieson, Hannam & Yeo, 2010) and India (Garg & Rastogo, 2006). Hence, it still requires substantial effort and study on OCB in education sector (Schwabsky, 2014). Yimaz and Tasdan (2009) stated that OCB is relatively new to education sector.

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Likewise, in Malaysia, there is a paucity of empirical study focus on education sector (Khalid, Kamaruzaman Jusoff, Othman, Ismail & Abdul Rahman, 2010; Fatimah, Amiraa & Halim, 2011; Khan & Abdul Rashid, 2012; Teh, Boerhannoeddin & Ismail, 2012; Munir, Khan, Khalifah, Asif & Khan, 2014). Meh and Nasurdin (2009) also mentioned that there is limited research on OCB among teachers in Malaysia education.

There are not more than 20 studies focus on the Malaysia education sector (see Appendix A). Majority of the studies are focusing on higher education institutions such as Khan and Abdul Rashid (2012), Teh, Boerhannoeddin and Ismail (2012), Mohammad, Habib and Alias (2011; 2010), Khalid et al. (2010) and Khalid, Kassim, Ismail, Noor, Abdul Rahman and Zain (2009). Munir et al. (2014) study is emphasized on Chinese teachers in both public and private schools in Malaysia. Another study of Saraih, Ali and Khalid (2014) is studying on 390 primary school teachers of one state in northern region of peninsular Malaysia, while Fatimah et al. (2011) is testing on the eight secondary schools in Selangor, Malaysia. Hence, it requires a considerable effort contributed on the Malaysia education sector, especially to primary and secondary schools' teachers.

1.1.2 OJ and OCB among Teachers

The relationship between fairness perceptions and OCB has been validated by Organ (1990) which posited that employees' fairness significantly explained the variances of OCB. Moorman (1991) tested the relationship of procedural and interactional justices

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are conceptually and empirically proven to be important in fairness towards OCB in organizational perspective and diverse context (Lambert & Hogan, 2013; Tremblay, Cloutier, Simard, Chenevert & Vandenberghe, 2010; Parhizkari, Nikbakhsh & Saboonchi, 2010; Ishak & Alam, 2009; Fassina, Jones & Uggerslev, 2008; Karriker & Williams, 2009). However, the concept of OJ and OCB are new to school context (Yilmaz & Tasdan, 2009). Fairness perception is important in promoting and predicting OCB in any organization (Organ, 1990). This is also mentioned in Hoy and Tarter (2004) study which the concept of organisation justice is seemed to be neglected in education. Hoy and Tarter (2004) further emphasized the importance of justice and fairness in the school workplace.

The National Union of the Teaching Profession (NUTP) has voiced out and tabled some issues to Muhyiddin bin Mohd Yassin for further consideration such as promotion, salary, administration and management. Various policy makers and management body such as The Nation Ministry of Education and school management team should take justice and fairness matters seriously and professionally. Therefore, it is important to apply OJ and OCB constructs in Malaysia Education context. There is a little evidence on the association between OJ and OCB in school context (Zeinabadi & Salehi, 2011). Burns and Dipaola (2013) also revealed that the impact of OJ in schools is found to be limited. Hence, it is important for scholars to extend their study of OJ and OCB in education as it will bring a great impact on school effectiveness (Burns & Dipaola, 2013). In Burns' (2012) study, the contribution of his study is to confirm the relationship between OJ and OCB and student achievement in school setting.

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1.1.3 Trust as mediator between OJ and OCB among Teachers

The first study to adapt the OJ concept in school context is Hoy and Tarter (2004). Hoy and Tarter (2004) indicated that OJ is significantly related to trust among teachers in Ohio State. From the findings of Hoy and Tarter (2004) study, OJ and trust is inextricably linked to each other. This is supported by Dipaola and Guy (2009). Dipaola and his colleague found that there is strong correlation of OJ with school climate and trust. OJ is found to be significantly related to trust in education (Hoy & Tarter, 2004). If there is an absence of OJ, teachers will not perceive any trust towards their principal and school. Both concepts must be present in order to maximize the teachers' willingness of practicing the OCB in their workplace (Hoy & Tarter, 2004).

Prior studies on OJ, trust and OCB are important to enhance student achievement (Tschannen-Moran, 2003; Hoy & Tarter, 2004; Dipaola & Guy, 2009; Burns & Dipaola, 2013). The study of McKenzie (2011) indicated that trust has significantly contributed to OCB among teachers in elementary schools. Trust is found to be important for education setting as it has played a pivotal role in sustaining teachers' work (Bottery, 2004; Addi-Raccah, 2012). However, there are some studies which argue that there is a lack of study on adaptation of trust in the relationship between OJ and OCB in school context (Burns & Dipaola, 2013; Guh, Lin, Fah & Yang, 2013). Hence, this is an important gap to be studied in Malaysia education.

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1.1.4 TSE with OCB among Teachers

Teacher's Efficacy (TE) is another important construct to be added into the conceptual framework of the doctoral thesis. It can be defined as "the teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplishing a specific teaching task in a particular context" (Tschannen-Moran, Hoy & Hoy, 1998, pg. 233). It is important to have TSE in order to perform a task confidently. Teachers with low sense of efficacy will reduce the willingness and ability to practice OCB in their workplace. Several studies have identified that TSE is significantly contributed to OCB and positively impact on student achievement and school effectiveness (Cooper, 2010; Dussault, 2006). The construct of TSE has been found to be significantly related to various aspects of education (Jackson, 2009) such as teacher's willingness to try different classroom instructional approaches with their students during classes (Gibson & Dembo, 1984).

1.1.5 CE with OCB among Teachers in Malaysia

The CE is considered the most recent construct as compared to TSE and student self-efficacy. According to Goddard, Hoy and Hoy (2000; 2004), there is paucity of research testing the effect of CE with various consequences such as student achievement. CE can be expressed as "the perceptions of teachers in a school that the efforts of the faculty as a whole will have a positive effect on students" (Goddard et al., 2000). Instead of individual teacher effort, CE is based on all staff efficacy as a whole to effect on the students' achievement. Additionally, CE belief is originally

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formed via cognitive processes. Moreover, CE belief is also "serving to motivate and regulate the coordinated actions of the group" (Cooper, 2010, pg. 2).

Past studies revealed that as level of CE increased, the student achievement in both math and reading enhanced as well (Goddard, Hoy & Hoy, 2000; Ross, Hogaboam-Gray & Gray, 2004; Tschannen-Moran & Barr, 2004). Jackson (2009) posited that OCB and CE are distinct construct which independently linked to different outcomes in the school settings especially to student achievement. It is also found that CE is significantly predicting OCB in school settings and subsequently improving student achievement (Jackson, 2009; Cooper, 2010).

1.2 Proposed Conceptual Framework

Based on the discussion of research gap, a conceptual framework is constructed and proposed in Figure 1.1.

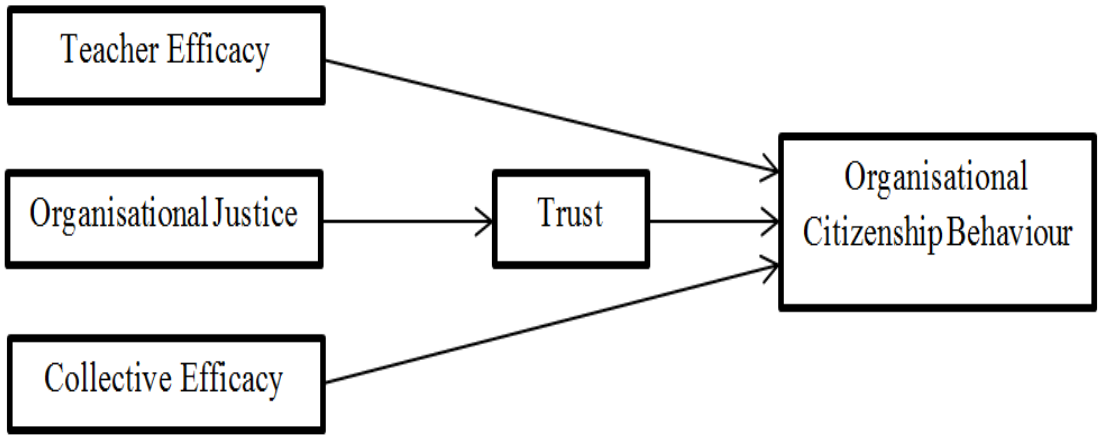


Figure 1.1: Proposed Conceptual Framework

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1.3 Research Objectives

Based on the above research background as well as discussion of research gap, six research objectives are formulated and listed as follow:

1. To analyse the relationship between OJ and OCB among teachers in Perak.
2. To analyse the relationship between OJ and trust among teachers in Perak.
3. To analyse the relationship between trust and OCB among teachers in Perak.
4. To analyse whether trust will mediate the relationship between OJ and OCB among teachers in Perak.
5. To analyse the relationship between TSE and OCB among teachers in Perak.
6. To analyse the relationship between CE and OCB among teachers in Perak.

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1.4 Research Questions

In view of above research objectives, six research questions are formulated and listed as follow:

1. What is the relationship between OJ and OCB among teachers in Perak?
2. What is the relationship between OJ and trust among teachers in Perak?
3. What is the relationship between trust and OCB among teachers in Perak?
4. Will trust mediate the relationship between OJ and OCB among teachers in Perak?

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5. What is the relationship between TSE and OCB among teachers in Perak?

6. What is the relationship between CE and OCB among teachers in Perak?

1.5 Contribution of the Study

1.5.1 Theoretical Perspective

Colquitt and Zapata-Phelan (2007) stated that theory testing can be a form of theoretical contribution. Most of empirical studies are adopting the hypothetico-deductive model. The hypothetico-deductive model formulates hypotheses based on the theory and then tests the theory with observation or data analysis (Hempel, 1966; Popper, 1965). Colquitt and his colleague also highlighted that theory testing is important in management field. They also added that most of the intuitive theories proposed and introduced in the literature has been found to be not significant and supported by empirical research or their empirical result (Colquitt & Zapata-Phelan, 2007).

For theory building, most of empirical studies prefer to apply inductive approach which the research begins with observation. Normally, the authors of empirical articles are to study adequate and relevant empirical studies evidences to propose theoretical constructs and formulate the propositions (Eisenhardt & Graebner, 2007). Colquitt and Zapata-Phelan (2007) further mentioned that hypothetico-deductive approach can also be used for theory building as well.

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Colquitt and his colleague have developed the taxonomy of theoretical contributions for empirical research study which can be classified into building new theory and testing existing theory (Colquitt & Zapata-Phelan, 2007). In this research study, the theoretical contribution is more towards testing existing theory. There are five levels: ground prediction with logical speculation, with references to past findings, with existing conceptual arguments, with existing models, diagrams or figures and with existing theory (Colquitt & Zapata-Phelan, 2007).

In this study, it can be argued that the research is fall in between level 3: ground prediction with existing conceptual arguments and level 4: ground prediction with existing models, diagrams or figures. It could also be claimed that the contribution is considered a moderate level. The deductive approach is adopted to predict several logical speculation relationships such as to examine the relationship between OJ, trust, TSE and CE and OCB. All these relationships are found to be logical justified and supported by past studies. Hence, the first level of theoretical testing contribution is fulfilled.

The second level of theory testing contribution is ground prediction relationships by using past empirical study's findings. Sutton and Staw (1995) stated that scholars often recite past studies finding to verify and convince others that the speculated relationship would occur in other research context. Additionally, the relationship is still found to be lacking in that particular context (Sutton & Staw, 1995). Based on research scholars, the empirical study regards to organizational citizenship behavior is found to be limited (Schwabsky, 2014; Yilmaz & Tasdan, 2009). Yilmaz and Tasdan (2009) stated that OCB is relatively new to education

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sector. This is especially true in Malaysia context where there are not more than 10 studies specifically focus on Malaysia teachers at primary and secondary levels. Hence, this would be a contribution in theoretical perspective.

The mediation of trust on between the relationship between OJ and organizational citizenship behavior is also found to be limited as well. This is confirmed by Burns and Dipaola (2013) and Guh, Lin, Fah and Yang (2013). Burn and Dipaola (2013) is conducted based on the United States context and Guh et al. (2013) is based on Taiwan context. However, at this moment, there is no study conducted in Malaysia education context. Hence, this would be another theoretical contribution in this study. This is similar to TSE and CE towards OCB in Malaysia education context. Somech and Drach-Zahavy (2000), Jackson (2009) and Cooper (2010) depicted that CE is significantly associated with OCB. However, it is worth to extend the study in Malaysia context. For TSE, there is only one study which tested and conceptualized the relationship with OCB. By carrying out the present study, it would be beneficial to Malaysian context.

For the theory testing level three, it is referring to the ground prediction with existing conceptual arguments. The proposed conceptual framework is still not well developed. There are some speculation relationships that have been formed in education context such as the mediation of trust on between OJ and OCB. However, the mediation relationship in the present study there is no similar precedent empirical study being conducted in Malaysia. Likewise, the relationship between CE and OCB is found to be empirically and conceptually limited in Malaysian Education context. Of course, all these predictions are justifiable and provide appropriate explanation.

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Hence, this can be accounted as one of valuable contributions to theory testing perspective.

Lastly, it is arguable that the present research is fallen under theory testing level four: the ground prediction with existing models, diagrams or figures. In this research study, a critical mediator which is trust has been identified to mediate the relationship between OJ and OCB. McKenzie (2011) posited that if there is a fair and just in school working environment, it would deepen teacher's trust on their colleague, principals and even their students. In turn, it will encourage teachers to exhibit OCB within school workplace. Further to this, several studies also highlighted a specific justice dimensions which would be an important source of building trust towards the management (Zeinabadi & Salehi, 2011; Konovsky & Pugh, 1994). Hoy and Tarter (2004) further stated that both OJ and trust are inextricably linked with one another. Thus, this is deemed to be a theoretical contribution.

1.5.2 Managerial and Practical Perspective

The Malaysian Government is aiming to transform the country from middle-income nation to high-income nation by year 2020 (Economic Transformational Programme: A roadmap for Malaysia, 2010). The most essential key area in economic transformation programme is education sector. It is mentioned by the Minister of Education that a successful and effective education system would significantly contribute to human capital development (Economic Transformational Programme: A roadmap for Malaysia, 2010). Hence, the improvement of school achievement is

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important to Malaysia as it would help Malaysia to achieve the objective of ETP and further develop Malaysia economy.

Based on the World Bank report in 2013 and MEB 2015-2025, the achievements of primary and secondary schools are deteriorating in recent years. Thus, the findings of present research are critical and would provide in-depth insight to Malaysian Government and Ministry of Education on how to improve the quality of education in Malaysia. Several implications could be made for the Malaysia Ministry of Education in order to achieve the Malaysia Education blueprint objective. Subsequently, it would significantly and indirectly contribute to Malaysia economy and transform Malaysia to become high-income nation in 2020.

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By conducting this research, there are some useful notions which could be provided to Malaysia Ministry of Education through understanding the concept: OCB. The concept of OCB is proved to be one of the powerful antecedents of student achievement (Burns, 2012; Oplatka, 2009; Yilmaz & Tasdan, 2009; Dipaola & Hoy, 2005a; 2005b). Vigoda-Godat and his colleague contended that if school would like to be successful by achieving their objective, the school management and principals need to ensure teachers are willing to exhibit citizenship behaviour in school workplace such as handle student special needs, involve in monitoring those students with discipline problem, provide innovative teaching and willing to devote his or her extra time and effort to guide poor students (Vigoda-Godat et al., 2007). When the Ministry of Education are able to inculcate the citizenship behaviour in the entire education system, this would further improve the student and school achievement not only within our own country, but also internationally such as the PISA organized by

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the OECD and the TIMSS and the Progress in International Reading Literacy Study (PIRLS) established by well-known association called the International Association for the Evaluation of Educational Achievement.

The school principal will have better knowledge regarding to the relationship between independent variables: OJ, trust, TSE, CE and mediator of trust and dependent variable: OCB in school context. By reviewing literature concerning on the proposed and predicted relationships, this would provide insight to policy maker and principals on how to make sure the school or system are fair and just to all parties. Eventually, it would improve the trust level among teachers and between teachers and school management. In turn, it would motivate teachers to engage in OCB (Guh, Lin, Fah & Yang, 2013; Zeinabadi & Salehi, 2011; Erturk, 2007).

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1.5.3 Methodological Perspective

In view of methodological perspective, the current study adopted a comprehensive data validation and reliability by deploying Partial Least Square-Structural Equation Modeling (PLS-SEM). A two-step approach was suggested by Kock (2014a) and Chin (2010) whereby a series of test will be carried out in order to assess the measurement model as well as structural model. Secondly, a thorough sampling design is introduced and used for careful selection of samples so as to produce a generalizable results and findings in accordance to the proposed hypotheses that is used to answer each research question and achieve each research objective.

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1.6 Operational Definitions

1.6.1 Operationalisation of OCB Construct

OCB can be defined generally as "individual behaviour that is discretionary, not directly or explicitly recognized by the formal reward system, and in the aggregate promotes the efficient and effective functioning of the organization" (Organ, 1988, pg. 4). This definition is widely adopted in various sectors by research scholars. Later, this concept has been introduced to the education sector. Dipaola and his colleague expressed the concept as "a voluntary and discretionary behaviour of teachers that exceeds the formal requirements of the job" (Dipaola, Tarter & Hoy, 2007, pg. 227). Thus, the measurement designed to measure OCB construct is different from other research scholars' measurement items developed by Organ (1988) and William and Anderson (1991).

Dipaola and Tshannen-Moran (2001) has constructed 15 items to measure the single dimension of OCB in education sector. These 15 items are developed based on organ (1988) five dimension citizenship behaviour namely altruism, conscientiousness, sportsmanship, courtesy and civic virtue. Teachers will ask whether existing teacher would volunteer or be willing to help new teacher, willing devote their own time to their work and volunteer to sponsor extracurricular activities. Based on the study context, OCB could be defined as individual teacher's voluntary and discretionary behaviour that exceeds the formal job requirement.

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1.6.2 Operationalisation of OJ Construct

In the present study, OJ is defined as general perceptions of teacher's toward the fairness treatment received within the school. This construct is a multidimensional construct which is measured by three important dimensions: procedural justice, distributive justice and interactional justice. Procedural justice is referred as the process of making the decision that is a result of the fairness perceptions from teacher. For example, the teachers' is asked to give their perception on consistency of procedures application, fairness of procedures and whether the procedures fulfill the ethical and moral standard.

Distributive justice is assessed on the basis of way to distribute and allocate the resources with regards to teacher performance. Teachers are required to provide their view on the equity between effort contribution and outcome of the effort. Interactional justice is emphasized on the interpersonal treatment between individual teacher and school management team. In order to assess interactional justice dimension, teachers are asked whether they have been treated fairly with dignity, respect and polite manner. It is also query whether "has the principal explained the procedures thoroughly" and "were the explanations regarding the procedures reasonable".

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1.6.3 Operationalisation of Trust Construct

Trust is indicated when "a person is willing to be vulnerable to another based on the confidence that the other is benevolent, honest, open, reliable and competent" (Tschannen-Moran, 2004, pg. 17). A total of 26 items is used to measure trust. Trust in education context is measured by three dimensions: trust in principal, trust in colleagues and trust in clients' or students' (Tschannen-Moran, 2004; Hoy & Tschannen-Moran, 2003). The example on how to measure the trust in colleagues is that teachers are asked whether their colleagues are open to each other, suspicious of each other and have faith in the integrity of their colleagues. For trust in principals, teachers are questioned whether teachers' trust their principal, does their principal show concern on the teachers and do the teachers have faith in the integrity of the principal. The sample of questions that are used to measure trust in clients are "teachers in this school trust the parents", "teachers in this school trust their students" and "teachers here believe that students are competent learners". Hence, trust could be defined as an individual teacher who is willing to be vulnerable to another based on the confidence that others are benevolent, honest, open, reliable and competent.

1.6.4 Operationalisation of TSE Construct

TSE is defined as "the teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context" (Tschannen-Moran, Hoy & Hoy, 1998, pg. 233). This construct is measured by two different components: personal teaching efficacy and general

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teaching efficacy. Personal teaching efficacy can be assessed by asking several questions whether they have the ability to influence student achievement or results. For general teaching efficacy, this can be measured via several questions which indicate that the improvement of student achievement is largely dependent on external factors such as family background and home environment instead of teacher's ability. For example, "the amount that a student can learn is primarily related to family background" and "the hours in my class have little influence on students compared to the influence of their home environment".

1.6.5 Operationalisation of CE Construct

CE construct is build based on TSE. It is depicted as "the perceptions of teachers in a school that the efforts of the faculty as a whole will have a positive effect on students" (Goddard et al., 2000, pg. 482). It can be measured in four perspectives: positive group competence, negative group competence, positive task analysis and negative task analysis. In order to weigh the group competence, teachers are asked whether they have adequate skills to produce meaningful learning and skills to deal with disciplinary students. Whereas, the task analysis is referring to whether teachers are able to help students in their academic matter such as motivating them to learn and to ensure the students are ready to learn.

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1.7 Definition of the Terms for Present Study Context

Organisational Citizenship Behaviour	It is defines as "individual behaviour that is discretionary, not directly or explicitly recognized by the formal reward system, and in the aggregate promotes the efficient and effective functioning of the organization" (Organ, 1988, pp. 4). **<u>Adopted Version</u>** It is a "voluntary and discretionary behaviour of teachers that exceeds the formal requirements of the job" (Dipaola, Tarter & Hoy, 2007, pp. 227).
Organisational Justice	It can be expressed as general perceptions of employee toward the fairness treatment received within an organisation (Greenberg, 1987a). **<u>Revised to</u>** It can be expressed as general perceptions of **teachers** toward the fairness treatment received **within a school**.
Procedural Justice	It is reflects as the perceived fairness of the process used to determine the salient outcomes decisions either rewards or punishment such as the decision of evaluation, promotions, demotions, terminations, salary increment, bonuses, and other types of benefits (Greenberg 1987a; 1990).

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Revised to

It is reflects as the perceived fairness of the process used **by school management or government** to determine the salient outcomes decisions either rewards or punishment such as the decision of evaluation, promotions, demotions, terminations, salary increment, bonuses, and other types of benefits .

Distributive Justice	The fairness of perception perceived by employees in term of distribution and allocation of resources within an organization based upon their inputs or performance (Greenberg, 1990).

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Revised to

The fairness of perception perceived by **teachers** in term of distribution and allocation of resources within **a school** based upon their **performance**.

Interactional Justice	It is defines as the perceived fairness towards the quality of the interpersonal treatment between employees and appraiser in term of courtesy, dignity, respect, an expectation of openness and propriety in communication (Moorman, 1991).

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Revised to

It is defined as the perceived fairness towards the quality of the interpersonal treatment between **teachers and school principal** in term of courtesy, dignity, respect, an expectation of openness and propriety in communication

Trust

It is depicts as "a person is willing to be vulnerable to another based on the confidence that the other is benevolent, honest, open, reliable and competent" (Tschannen-Moran, 2004, pg. 17).

Revised to

An individual teacher is willing to be vulnerable to another based on the confidence that the other is benevolent, honest, open, reliable and competent.

Teacher's Self-Efficacy

It can be expressed as "the teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplishing a specific teaching task in a particular context" (Tschannen-Moran, Hoy & Hoy., 1998, pg. 233).

Revised to

The teacher's believe in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a **school** context

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Collective Teachers Efficacy	It is referred as "the perceptions of teachers in a school that the efforts of the faculty as a whole will have a positive effect on students" (Goddard, Hoy & Hoy, 2000, pg. 482).
	Revised to
	The perceptions of teachers in a school that the efforts of the **school** as a whole will have a positive effect on students.

1.8 Research Limitations

Due to the deficiency of resources, the prominent findings have led to several limitations and shortcomings which need to be highlighted and acknowledged. The current research study focused on secondary school teachers in Perak, Malaysia. The first limitation identified here is the findings are only sufficiently and practically generalizable to teachers in Perak, Malaysia. Secondly, the most common limitation in the current research study is common method bias which normally arises in most of the research study. This is due to the adoption of self-report method in collecting samples. Succinctly, the both endogenous and exogenous variables are responded by single or same respondent. Although several common method bias tests were used to assess the common method bias in the data set statistically: Harman Single factors and inter-construct correlation, it would not able to ensure a perfect common method bias free.

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Thirdly, the cross-sectional study is employed in the current study. The weakness of using cross-sectional study is that it is only capable of revealing the net effect of predictor variable towards a particular criterion variable at a specific point of time (Cavana, Delahaye & Sekaran, 2001). Sententiously, it is difficult to examine the cause and effect relationship that have no idea on which one is considered as either endogenous variable or exogenous variable. Lastly, a comprehensive sampling design has been deployed and applied in current study whereby the combination of stratified sampling technique and random sampling technique were used for data collection planning. However, there were some issues arising during the actual data collection or fieldwork. Firstly, the samples' data collected are not purely based on random sampling method as there are some questionnaires not being returned to the research assistant. Secondly, the questionnaires failed to reach the chosen respondents as the selected respondents were on study leave, sick leave, maternity leave as well as annual leave. Hence, re-select sample was carried out by using random sampling technique again. Thirdly, some chosen respondents were reluctant to take part in the survey as they were busy with their working schedule.

1.9 Organisation of the Thesis

The introduction chapter begins with research background which presents the issues and problem. It is followed by research gap, proposed conceptual framework, research questions and research objectives. The research gap comprises of five sub-sections which are presented based on Malaysian context. The relationships are justified empirically and conceptually. Based on the justifications, a conceptual framework is

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formulated and proposed. After that, the significance or contribution of the present study is explained in detail with proper justifications. The operationalization of each construct is also discussed comprehensively, research limitations as well as the organisation of the thesis is presented systematically. Lastly, the chapter one is concluded with a brief conclusion.

In Chapter two, a literature review is presented by reviewing relevant literature and past studies or findings. It covers the theoretical explanation of each construct such as OCB, OJ, trust, TSE and CE. The proposed relationships are provided with reasonable arguments, in depth discussions and justifications. Lastly, an overview mapping of hypotheses in accordance to research questions and research objectives is presented so as to provide a clear connection between chapters.

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Research methodology chapter is an essential chapter in the current study as it will provide an appropriate pathway to obtain reliable and valid data. Eventually, it would be able to draw a strong conclusion that can be used to generalise the entire target population. The chapter is comprised of research design, sampling design, data collection method, research instrument, scale measurement questionnaire design, and proposed data analysis technique.

In regards to Chapter Four, it is the presentation of data analysis, findings and discussions of the current study. A series of tests will be conducted in order to assess the validity and reliability of the measurement model. For structural model presented in the same chapter, it includes the examination of path statistics, R-squared (R^2), effect size (f^2) and Predictive relevancy (Q^2). Lastly, a comprehensive discussion of

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prominent findings are presented in accordance to research objective and research question.

In the light of Chapter Five, it is comprised of research summary, an overview of the findings, implications as well as future research of the study. The implications are divided into three aspects: theoretical implications, practical or managerial implications and methodological implications. The thesis is ended with detail summary of the entire thesis from Chapter One to Chapter Five.

1.10 Conclusion

This chapter begins with a comprehensive research background and research gap where issues and research problem have been highlighted. Based on the research gap, a proposed conceptual framework has been formulated. This is followed by presentation of research objectives and research questions. Afterward, this chapter is continued with operational definitions, definitions of each term and limitation of the research study. Lastly, the chapter is ended with organisation of the thesis.

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CHAPTER 2

LITERATURE REVIEW

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2.0 Introduction

Malaysian Education is a vital key areas that identified by Malaysian Government in Economic Transformation Programme which transform Malaysia to become high-income nation by 2020. However, the student achievement is deteriorating in both international and national level. Thus, it is challenging for teachers to achieve the desired goal set by the school and nation. Hence, 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).

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This chapter emphasizes on the explanation of each concept: OCB, OJ, trust, TSE and CE. Section 2.1 presents an in-depth study on OCB such as the origin of OCB, constructive criticism on Organ's OCB construct, the dimensionality confusion of OCB, antecedents and consequences of OCB as well as OCB in education context. Section 2.2 describes the concept of OJ and the dimensionality of OJ. Section 2.3 emphasizes on trust concept which covers the history of trust, definitions of trust, the dimensionality of trust and trust in education context. Section 2.4 and 2.5 explain the origin of efficacy theory: the Locus of Control Theory and Social Cognitive Theory. This is followed by the distinctiveness between TSE and CE as well as discussion on four sources of efficacy.

For section 2.5, it is the discussion of relationship with previous findings which involving the relationships between exogenous constructs: OJ, trust, TSE and CE and endogenous construct: Trust and OCB. Section 2.5.1, 2.5.2, 2.5.3 and 2.5.4 are explaining about the logical relationships in accordance to past conceptual and empirical findings and arguments. Several hypotheses are proposed with sufficient support. Section 2.6 illustrates various past research models which reflected the development of research framework stated in Chapter One. Lastly, each of the proposed hypotheses is matched according to its research objectives and research questions.

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2.1 Theoretical Discussion of OCB

2.1.1 The Origin of OCB Construct

The term OCB has been constructed in the past decades and a widespread component of organisational literature in recent years. Although the concept has been researched for decades, it still continues to be a popular topic for most of academicians. The existence of the concept has produced great contributions to various types of organisation (Spitzmuller, Van Dyne & Ilies, 2008; Dalal, 2005; Illies, Nahrgang & Morgeson, 2007; Podsakoff, MacKenzie, Paine & Bachrach, 2000; Podsakoff, Whiting, Podsakoff & Blume, 2009). In the 1980s, there are about 13 related OCB articles that have been published online.

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Due to the popularity of the construct, the number of publications related to OCB has increased dramatically to nearly 200 records in 1990s and reached over 650 records in 2000s (Podsakoff, MacKenzie, Paine & Bachrach, 2000; Podsakoff, Whiting, Podsakoff & Blume, 2009). The number of publications is in growing rapidly whereby they are empirically and conceptually enlarging the theoretical and practical knowledge of OCB concept. Podsakoff and his colleague have identified several reasons of why OCB is one of the main domains of scholars' research topic.

In view of Podsakoff, Whiting, Podsakoff and Blume (2009), the main reason is that OCB has been empirically proven to have significant positive effect on organizational effectiveness (Borman, 2004; Podsakoff et al., 2009). Hence, it is important for scholars to shift their focus to OCB concept. The inconsistent result

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generated by past researchers is another reason for researchers to pay more attention on the antecedents and consequences of OCB (Podsakoff et al., 2009). The third reason is that the managerial evaluations and reward allocation decision are largely depending on both OCB and task performance. Therefore, it is worth and essential to examine the effect of difference between OCB and task performance (Podsakoff et al., 2009).

The concept of OCB can be traced back to the late 1930's. Barnard was among the first authors who initiated and introduced citizenship behaviour. He claimed that formal job duties are difficult to complete in an effective manner most of the time. Then, he further revealed that it is necessary and implicitly to encourage employees' to exhibit citizenship behaviour that is discretionary, go above and beyond their formal job duties. Hence, this would develop a cooperative work culture in working environment whereby the employees are willing to venture beyond their daily formal roles and practice OCB (Barnard, 1938).

In the mid of 1960's, Katz (1964) also introduced and addressed the OCB as supra-role behaviour. The supra-role behaviour can be defined as non-prescribed behaviour or behaviours that are not required in advance for a given job (Katz & Kahn, 1966). This behaviour is vital to ensure the smooth function in any organization but this behaviour is not prescribed as usual notion of task performance stated in formal job description (Katz & Kahn, 1966).

Bateman and Organ (1983) stated that this behaviour "lubricates the social machinery of the organization" (p. 588). For instance: assisting and helping co-

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workers to solve problematic job-related issues, ensuring workplace cleanliness, helping co-workers with heavy workloads, conserving organization resources and tolerating the inevitable temporary impositions of work without complaining (Bateman & Organ, 1983; Katz & Kahn, 1966).

Conversely, Organ and his colleagues re-operationalised and named the concept as OCB instead of supra-role behaviour which was previously conceived by Katz (1964) (Bateman & Organ, 1983; Smith, Organ & Near, 1983). In accordance to their operationalization work, they defined OCB as "individual behaviour that is discretionary, not directly or explicitly recognized by the formal reward system, and in the aggregate promotes the efficient and effective functioning of the organization" (Organ, 1988, p. 4). Lambert and Hogan (2013) highlighted that the definition of OCB offered by Organ and his colleague is comprised of three important elements.

Firstly, this extra role behaviour is not explicitly required as part of their formal job duties. Secondly, this behaviour does not have direct benefit to co-workers and organization, but, it indirectly provides support to co-workers. Thirdly, those employees that show OCB will not be guaranteed any extra rewards. Most of organizations encourage their employees to exhibit OCB in order to maintain and improve the organization social system.

As the result of this effort, it will significantly contribute indirectly to the effectiveness of organization (Organ, 1997). Additionally, this OCB among employees is critical to the survival of the organization (LePine, Erez & Johnson, 2002). However, with the omission of practicing OCB, the employer will not take any

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disciplinary action to punish the employees or will not consider any sanctions (Organ, 1988). Similarly to Bateman and Organ assumptions, the OCB includes cooperation, accommodation, assisting and helping co-worker in completing their daily tasks.

In the early of 1980s, Smith and his colleague have proposed two popular types of citizenship behaviour: altruism and generalized compliance (Smith, Organ & Near, 1983). According to Smith and his colleague, Altruism refers to "behaviour that is directly and intentionally aimed at helping a specific person in face-to-face situations" (Becker & Vance, 1993). For generalized compliance, it refers to "a more impersonal type of conscientiousness that does not provide immediate aid to a particular individual, but is indirectly helpful to other people in the organization" (Becker & Vance, 1993).

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Likewise, Organ has proposed and conceptualizes five dimensions of OCB construct which comprise of altruism, courtesy, conscientiousness, civic virtue and sportsmanship (Organ, 1988). In his study, he has renamed one of the dimension as conscientiousness which previously known as generalized compliance. Organ professed and contended that all the five dimensions have been tested conceptually and empirically. In the light of Meta-analyses conducted by Podsakoff Whiting, Podsakoff and Blume (2009) and LePine, Erez and Johnson (2002), each dimension is predicted by different antecedents and is related to different consequences. This is also confirmed by Organ, Podsakoff and MacKenzie (2006).

The five dimensions construct are widely adopted by other researchers as it is a well-constructed model by Organ (1988, 1990) and good representation of OCB

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(Khasawneh, 2011). Podsakoff, MacKenzie, Moorman and Fetter (1990) are the pioneer study and operationalise five-factor OCB model by Organ (1988). It is also empirically and conceptually evident that the five dimensions are distinctive and differentiable from one another (Podsakoff et al, 1990).

Altruism is defined as behaviours that volunteer and desire to help co-workers who are in need of help or facing problem in their job duties and tasks such as helping others with heavy workloads, helping management to train and guiding new employees (Organ, 1988; Podsakoff, MacKenzie, Paine & Bachrach, 2000; Khasawneh, 2011). Conscientiousness is the acceptance and agreement to obey the rules, regulations and procedures formulated by organizations such as punctuality to work, conservation of company resources, and reduction of absenteeism (Organ, 1988; Podsakoff, Whiting, Podsakoff & Blume, 2009). Sportsmanship can be defined as the "willingness of employees to tolerate the inevitable inconveniences and impositions of work without complaining" (Organ, 1990). For an example, employee will not waste their time to complain about inconveniences caused by others. In view of courtesy, it is depicted that discretionary behaviour aim to prevent the occurrence of work-related problems with others (Somech & Ron, 2007; Organ, 1990). Lastly, Civic Virtue can be defined as employees who are responsive, with constructive involvement in the political life of the organization such as willing to participate actively in meetings and in its governance, providing personal opinions on how to improve organization and involving in policy debates (Podsakoff et al., 2000; Khasawneh, 2011).

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In 1990, Organ consequently extended his original five-factor OCB model by including another two new factors named as peacekeeping and cheerleading (Organ, 1990). Peacemaking can be referred as an individual who aim to reduces, prevent and find some better solutions to resolve the unconstructive interpersonal conflict. For Cheerleading, it can be described as an individual encouragement and reinforcement on their personal accomplishment and achievement as well as willingness of building their professionalism.

Afterward, William and Anderson (1991) constructed and reorganised the five-factor OCB model into two broad categories which are organizational citizenship behaviour – organization (OCBO) and organizational citizenship behaviour – individual (OCBI). The construct of William and Anderson (1991) is similar to the original construct proposed by Smith, Organ & Near (1983). The dimension of altruism is indicated as OCBI and generalised compliance is indicated as OCBO (Williams & Anderson, 1991; Organ & Konovsky, 1989; Smith et al., 1983).

According to Sesen and Basim (2012), the altruism and courtesy dimensions of OCB are combined and grouped under OCBI. This OCBI behaviour is directly beneficial to a specific individual employee and indirectly contribute to the organization (Williams & Anderson, 1991). The examples for OCBI include providing aid to co-worker with heavy workload, assisting co-worker who is facing job-related problem and helping co-worker who have been absent. In OCBO dimension, it is comprised of conscientiousness (or known as generalised compliance), civic virtue and sportsmanship dimensions. This OCBO behaviour is directly and immediately benefiting the organisation in general (Williams & Anderson, 1991). For

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example, the behaviour of OCBI is the willingness to obey informal and formal rules, regulations and procedures that are used to maintain order.

Basically, there are two reasons of labelling the two dimensions of OCB as OCBO and OCBI instead of altruism and generalised compliance. Firstly, the altruism and generalised compliance dimensions imply one of the restrictive assumptions of OCB which is external rewards. According to Williams and Anderson (1991), the purpose for an individual employee practicing the generalised compliance behaviour within an organisation is to avoid punishment imposed by their supervisors or because of expected rewards from their organisation. For the second reason, it is to avoid the measurement confusion, based on Williams and his colleague's study with past studies measurement from Smith, Organ and Near (1983).

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Some scholars found that there is a lack of research identifying and evaluating the dimensionality of OCB behaviour proposed by different researchers where this universal dimensions of OCB could be used to represent broader underlying construct (Coleman & Boorman, 2000). Coleman and his colleague have run an extensive analysis on 27 citizenship behaviour such as exploratory factor analysis, multidimensional scaling and cluster analysis. Through this comprehensive analysis, they managed to generate and come out with three dimensions known as interpersonal citizenship performance, organisational citizenship performance and job-task citizenship performance. The empirical result is consistent with Williams and Anderson (1991). Two out of three dimensions are similar to the two broad underlying construct developed by Williams and Anderson (1991). Prior research studies posited that both dimensions (OCBI and OCBO) will have different

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antecedents and consequences (Williams and Anderson, 1991; Podsakoff, MacKenzie, Paine & Bachrach., 2000; Podsakoff, Whiting, Podsakoff & Blume, 2009). Organ (1997) also recommended that it is good to adopt the construct proposed by Williams and Anderson (1991) as this construct of OCB is more neutral and useful to defend the preconceived connotations.

2.1.2 Constructive Criticism on Organ's OCB Construct

In spite of the fact that Organ's OCB construct is the most well adopted construct among the OCB constructs, many studies are criticising on Organ's work (Van Dyne, Graham & Dienesch, 1994; Van Dyne, Cummings & Parks, 1995; Van Dyne & LePine, 1998; Coleman & Borman, 2000). Majority of the researchers prefer to adopt the OCB construct developed by Smith et al. (1983) but tend to ignore Organ (1988) five-factor OCB measurement (Becker & Vance, 1993). Morrison (1994) stated that respondents and observers would consider the extra-role as part of their formal job scope. He further argued that OCB would be perceived differently by different employees and even between employees and supervisors.

Despite that, Van Dyne et al. (1995) claimed that extra role definition can mean differently across person and even times. Another argument on OCB definition assumption is with noncontractual rewards. The employees' performance appraisal will be affected by their willingness to exhibit OCB in workplace (MacKenzie, Podsakoff & Fetter, 1991; Podsakoff & MacKenzie, 1994). The manager and supervisor will consider to award the employees with better rating who are showing

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OCB behaviours. Hence, this is indirectly influencing the decision of outcome distributions such as salary increment or other form of re-compensation for employees. Organ defended his position that even formal behaviours or in-role behaviours performance will not guarantee any rewards such as promotion, bonuses or salary increment (Organ, 1997).

As noted in Organ (1997), two arguments have been raised from the nature of OCB definition by past researchers. These two argument points emphasised and criticised on two out of three conditions or elements in OCB definition. The only point that has consensus agreement among the researchers is that OCB would benefit and contribute to the effectiveness of organisation (Organ, 1997). In Organ (1997), he also included the contextual performance (Borman & Motowidlo, 1993; 1997) into his discussion. The definition of contextual performance was quite similar to Organ (1988) OCB definition. The arguments of Borman and Motowidlo (1993; 1997) were consistent with Organ (1997) views.

Although the dimensionality of contextual performance overlaps greatly with Organ (1988) five-factor OCB model, there is an absence of two conditions of Organ OCB definition which are discretionary and indirectly or formally rewarded. Furthermore, the definition of contextual performance is too vague and not clear. Organ re-emphasized the nature assumptions of OCB which OCB is not enforceable behaviour and it is indirectly related to rewards system. Due to the intensive debate, Organ redefined the OCB as “performance that supports the social and psychological environment in which task performance takes place” (Organ, 1997).

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2.1.3 The Dimensionality Confusion of OCB

Based on the research study carried out by Bachrach, Bendoly and Podsakoff (2001), they argued that managers and supervisor are facing the issue of difficulty in differentiating the dimensions of OCB. There are several past studies have proposed different dimensions of OCB (see Appendix B). Several studies found dimensions carrying similar meanings with different labels. Some of the managers prefer to group it together as helping behaviour (Podsakoff, Whiting, Podsakoff & Blume, 2009). As mentioned by Moon, Van Dyne and Wrobel (2005), past empirical studies have been combined and compressed into a unitary construct. In other words, the complexity of OCB theory is increasing, but its measurement has been simplified (Marinova, Moon & Van Dyne, 2010).

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Although past researchers have empirically proposed a series of citizenship like behaviour constructs with different dimensions or named the dimension differently, Organ construct model and William and Anderson construct model have been widely accepted in the management literature (McKenzie, 2011). Numerous studies purport that OCB construct is context specific (McKenzie, 2011; Dipaola, Tarter & Hoy, 2005; Organ, 1997). This is also justified by Organ (1997); the construct of OCB and its definition are perceived differently across people and time.

For instance, the dimensions of OCB from William and Anderson (1991) is mainly focused on full-time employees of various organisations who are pursuing MBA programme at local universities in Midwestern city, the two dimensions of OCB construct developed by Smith, Organ and Near (1983) is targeting on both

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employees and supervisors from two banks situated in a large Midwestern city, the OCB construct of Motowidlo and Van Scotter (1994) and Van Scotter and Motowidlo (1996) are targeting on U.S. Air Force mechanics, Moorman and Blakely (1995) is focused on 155 employees of a south-eastern financial services organisation and the five dimensions of OCB construct for Borman and Motowidlo (1993; 1997) are proposed based on the extensive of meta-analysis. As expounded by Organ (1997), OCB is a context specific across time and people, therefore, numerous studies have generated and proposed different citizenship like behaviours.

Due to the rapid growth of the OCB theory, there is a prolific amount of research studies which have empirically produced and operationalised a number of citizenship like behaviour constructs except from the original construct proposed by Smith, Organ & Near (1983), Bateman and Organ (1983) and Organ (1988; 1990). Podsakoff and his colleagues claimed that there is a lack of consensus about the dimensionality of OCB construct (Podsakoff, MacKenzie, Paine & Bachrach, 2000). Hence, Podsakoff et al. (2000) has conducted a research and critically reviewed the theoretical and empirical literature of OCB.

Podsakoff and his colleagues has reviewed 12 past studies and identified more than 30 different forms of citizenship behavior such as altruism, generalized compliance (Smith et al., 1983), courtesy, peacemaking, cheerleading, sportsmanship, conscientiousness, civic virtue (Organ, 1988), interpersonal helping, loyalty boosterism, personal industry, individual initiative (Graham, 1989; Moorman & Blakely, 1995), organizational loyalty, organizational obedience, organizational participation (Graham, 1991), OCBI and OCBO (Williams & Anderson, 1991),

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helping coworkers, spreading goodwill, making constructive suggestion, protecting the organization, developing oneself (George & Brief, 1992; George & Jones, 1997), helping and cooperating with others, endorsing, supporting, and defending organizational objectives, following organizational rules and procedures, persisting with enthusiasm and extra effort, volunteering to carry out task activities (Borman & Motowidlo, 1997), interpersonal facilitation and job dedication (Van Scotter & Motowidlo, 1996).

Indeed, the citizenship like behaviours overlap with one another (LePine et al., 2002). For example, the dimension of social participation (Van Dyne et al., 1994) overlaps with the dimension of altruism and civic virtue (Organ, 1988), functional participation (Van Dyne et al., 1994) is similar to job-task citizenship performance (Coleman & Borman, 2000), while altruism dimension (Morrison, 1994) is the same with altruism and courtesy dimensions of Organ's (1988) construct.

By referring to past literature, it is shown that the dimensions of OCB originally from Bateman and Organ (1983), Smith, Organ and Near (1983) and Organ (1988; 1990) have been labeled differently by different researchers (Podsakoff, MacKenzie, Paine & Bachrach, 2000). Subsequently, Podsokoff et al. (2000) has proposed and categorized them into seven dimensions known as helping behavior, sportsmanship, organizational loyalty, organizational compliance, individual initiative, civic virtue and self-development.

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2.1.4 Antecedents of OCB

In decades, researchers, academicians and business practitioners have emphasized the importance of OCB in various industries and countries context. This has resulted in a number of important antecedents such as transformation leadership (Lee & Low, 2012), job satisfaction, empowerment, gender and education level (Jiang, Sun & Law, 2011), OJ (Iqbal, Aziz & Tasawar, 2012; Lambert & Hogan, 2013; Chen & Jin, 2014), organisational commitment (Cohen, 2007), various demographic factors, rehabilitation and punishment (Lambert, Barton-Bellessa & Hogan, 2014), equity sensitivity (Akan, Allen & White, 2009) and ethical climate (Huang, You & Tsai, 2012).

Due to the prolific antecedents, Podsakoff and his colleague has conducted a meta-analysis on the antecedents of OCB. They have categorised the antecedents into four groups: individual characteristics, task characteristics, organisational characteristics and leadership behaviours (Podsakoff, MacKenzie, Paine & Bachrach, 2000). For individual characteristics, it can be further broken down into employee attitudes factors, dispositional factors, employee role perceptions, demographic variables, employee abilities and individual differences. Antecedents that fall under morale factors are employee satisfaction (Jiang, Sun & Law, 2012), perception of fairness (Chen & Jin, 2014), organisational commitment (Cohen, 2007) inclusion of affective commitment and continuance commitment and trust in leader. It is also indicated that these factors are most frequently tested by researchers and found to be significant to OCB dimensions.

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Dispositional variables are personality traits inclusive of conscientiousness and agreeableness, positive affectivity and negative affectivity (Organ & Ryan, 1995). All of these dispositional variables are shown to have strongest indirect contribution and effects on OCB. Role ambiguity and role conflict are considered under the role perception category, whereas demographic variables are referring to tenure and gender (Lambert, Barton-Bellessa & Hogan, 2014). Lastly, the employee abilities and individual differences is referring to ability, experience, training or knowledge, professional orientation, need for independence and indifference to rewards. However, all of these factors only have marginal significance on OCB.

For task characteristics, it consists of task feedback, task routinization and intrinsically satisfying task (Podsakoff, MacKenzie, Paine & Bachrach, 2000; Bachrach, Powell, Collins & Richey, 2006; Piccolo & Colquitt, 2006). These three forms of task characteristics are found to be significantly related to OCB as mentioned in Podsakoff and his colleague's meta-analysis study. Podsakoff and his colleague revealed that organisational formalisation, organisational inflexibility, spatial distance from leader and advisory or staff support are not related to OCB. However, group cohesiveness, rewards outside the leader's control and perceived organisational support are significantly related to OCB dimensions. Hence, the four factors are categorised as organisational characteristics.

Lastly, the leadership behaviours factors that are found to be significantly associated with OCB are transformation leadership (Lee & Low, 2012), transactional leadership behaviours, Path-Goal theory of leadership behaviours and Leader-Member Exchange theory of leadership behaviours (Ilies, Nahrgang & Morgeson,

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2007). Additionally, Podsakoff and his colleague claimed that employee attitudes, task characteristics variables and leader behaviours have stronger relations and impacts on OCB as compared to other category of antecedents (Podsakoff, MacKenzie, Paine & Bachrach, 2000).

2.1.5 Consequences of OCB

In the past, there is also growing interest from substantial researchers and practitioners on the examination of OCB with its consequences. Podsakoff and his colleague have conducted another meta-analysis study on the consequences of OCB (Podsakoff, Whiting, Podsakoff & Blume, 2009). Initially, Podsakoff and his colleague have carried out a meta-analysis with an extensive review in a smaller scale of 36 independent samples (Podsakoff, MacKenzie, Paine & Bachrach, 2000). Afterward, Podsakoff with another group of colleagues conducted a more detail and comprehensive meta-analysis and review on the consequences of OCB. A total of 206 independent samples are used for meta-analysis (Podsakoff et al, 2009) which is six times more than previous meta-analysis study in year 2000 (Podsakoff et al., 2000).

Basically, the consequences can be divided into two categories labelled as individual level consequences and organisational level consequences. The individual level consequences consist of performance evaluations, reward allocation decisions and employee withdrawal-related activities. In Podsakoff, Whiting, Podsakoff and Blume (2009) study, it is indicated that manager will offer better performance evaluation and better reward allocation on employees provided that the employee

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exhibit OCB in their workplace. Similarly, those employees who are willing to exercise the citizenship behaviour will reduce their tendency to apply leave or be absent from work. Furthermore, it will also negatively influence on turnover intention and actual turnover (Podsakoff et al., 2009).

For organisational level consequences, it comprises of organisational effectiveness, customer satisfaction and group or unit level turnover. The meta-analysis result shows that OCB is significantly enhancing organisational performance by increasing productivity, improving unit performance, reducing costs, strengthening team spirit, and also improving team morale and cohesiveness. Thereby, it will reduce the burden of manager by limiting the time and effort spent on the team maintenance functions. At the same time, this will also increase the ability and chances to attract and retain talented people (Dunlop & Lee, 2004; Koys, 2001; Walz & Niehoff, 2000).

Yen and Niehoff (2004) also posited that OCB is positively related to customer satisfaction. It is claimed that if each employee exhibit altruism behaviour in their team, this will strengthen their teamwork and cooperation among team members. Eventually, this will encourage the team members to provide better quality goods and services to their customer, which in turn, subsequently increase the customer satisfaction. Additionally, the practicing of OCB will indirectly reduce the team or unit level turnover. When a team has stronger team spirit and cohesiveness, this will negatively influence on their intention to leave the group (Podsakoff, Whiting, Podsakoff & Blume, 2009).

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2.1.6 OCB in Education Context

Substantial researchers have constructed different citizenship like behavior such as the original construct introduced by Smith, Organ and Near (1983) which consists of two dimensions named: altruism and generalized compliance, the five dimensions OCB construct from Organ (1988; 1990), two dimensions constructed by Williams and Anderson (1991) in private organizations and Skarlicki and Latham (1995) in university setting, five dimensions of contextual performance by Borman and Motowidlo (1993; 1997) and three dimensions of citizenship behavior constructed by Coleman and Boorman (2000).

All the OCB and citizenship like behaviour constructs and measurements are debatable and lead to confusion (Dipaola & Tschannen-Moran, 2001). Furthermore, all of OCB constructs and its measurements are context-specific and no study is specifically operationalising a construct based on education context (Dipaola & Tschannen-Moran, 2001), yet there are limited research efforts on OCB in school context (Dipaola & Tschannen-Moran, 2001; Dipaola & Hoy, 2005a: 2005b).

Until recently, Dipaola and his colleague has started to introduce OCB construct in school context. Dipaola and his colleague are the first authors to examine and apply the OCB concept in school organizations. One caveat to be noted, all the necessary roles, duties and behaviours are not comprehensively prescribed in teachers' job scopes or job descriptions. Therefore, it is important for scholars and researchers to study on how OCB can be cultivated in school organizations (Dipaola & Tschannen-Moran, 2001).

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OCB concept is found to be vital for betterment of organisation (McKenzie, 2011). There are substantial studies which indicate that OCB significantly improve students' achievement in school environment (Blanchard, 2012; McKenzie, 2011; Jackson, 2009; Wagner, 2008; Dipaola & Hoy, 2005a; Jurewicz, 2004; Dipaola & Hoy, 2004). By adopting OCB in school environment, it will assist teachers to adapt to the dynamic environment more efficiently (Van Der Vergt, Van De Vliert & Oosterhof, 2003; Miles, Borman, Spector & Fox, 2002).

Dipaola and his colleague argued that the term OCB can be defined differently in service organizations such as universities, hospitals and schools that normally employ professionals to work with their organizations. Therefore, OCB constructs and measurements that is well constructed and proposed in earlier research studies are not applicable in Dipaola and his colleagues' study. The adoption of 16 items scales measurement originally developed by Smith et al. (1983) have been tested comprehensively and re-structure the measurements to 15 items. Two different samples of schools studies have been conducted with factor analysis which discovered only one strong factor. This is concluded that OCB in school setting will only have one dimension instead of five separate distinct dimensions which were previously mentioned by Organ (1988). Both dimensions: altruism and generalised compliance dimensions construct of Smith and his colleague are combined to become a single bipolar construct (Dipaola & Hoy, 2005a).

The reason behind this single dimension OCB construct is that OCB is context specific. Hence, this resulted in earlier studies producing a series of different OCB constructs. Second, the school setting or teacher profession is very different compared

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to private organization or other profession (Dipaola & Hoy, 2005a). The main goal for school organization is to improve student achievement. Eventually, this will improve the efficiency and effectiveness of school as an overall.

Likewise, for the organisation perspective, the primary objective of their organisation is to maximise profit for stakeholders or shareholders. Hence, the construct developed and proposed by Dipaola and his colleague is dissimilar to other construct. Most of the consequences and antecedents are more applicable in organisation perspective context rather than education context (McKenzie, 2011). Moreover, teachers' professional goal is tightly related to school organization goal. Their roles and responsibilities are to help and assist students' or also known as client to attain better academic achievement in their study life (Dipaola & Hoy, 2005a). Additionally, school organization and principal are also committed in providing quality services to their clients or students.

2.2 Theoretical Discussion of OJ

The discussion of OJ is initialized in the 1960s and 1970s by theorists such as Homans (1961), Adams (1963; 1965), Walster, Berscheid and Walster (1973) and Waslter, Walster and Berscheid (1978). Greenberg (1987a) defined OJ as the perception of employees toward the fairness treatment by employing organization. In the 1980s, Greenberg has categorized the justices by conceptualizing them with a taxonomy scheme and examined the interrelationships and the importance of justice in an organization (Greenberg, 1987a).

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The concept of OJ is mainly emphasized essentially on perception of justice and perceives sense of equality with one another in an organization (Greenberg, 1996). There are three widely accepted justice dimensions which are distributive, procedural and interactional justices (Karriker & Williams, 2009). Among the three dimensions, procedural justice and distributive justice are the most salient dimensions of OJ (Folger & Cropanzano, 1998a: 1988b; Clay-Warner, Reynolds & Roman, 2005). Some scholars argued that procedural justice is more important than distributive justice (Clay-Warner, Hegtvedt & Roman, 2005). Tyler and Huo (2002) stated that people were concerned about the process of determine the outcome, but less focus on the distribution of outcome.

Distributive justice is defined as the fairness of perception perceived by employees in terms of distribution and allocation of resources within an organization based upon their inputs or performance (Greenberg, 1990). Distributive justice refers to someone's reaction towards specific outcomes instead of the organization or immediate supervisor. Distributive justice has tight relationship with equity theory created by Adam (1963). Workers are used to comparing the ratios of their own work outcomes to their work inputs or contribution towards the company with the corresponding ratios of others who are having the similar job descriptions (Paterson, Green & Cary, 2002). If the ratio is unequal, the ratio of worker A is higher than worker B, Worker A will feel guilty and inequitably overpaid (Greenberg, 1990). When the ratio is equal, this will yield equitable states and both parties will have high sense of satisfaction in term of rewards given by employing organization.

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Distributive justice is not only focusing on reward distribution; it is also concerned with punishments. Employers need to take fair discipline action against employee based upon what they have done in an organization (Folger & Cropanzano, 1998a; 1998b). In short, distributive justice is strongly associated with the equity exchange principle. Most of the employees will look at their performance or effort in exchange for what they receive from their employers (Lambert, 2003).

Procedural justice is reflected as the perceived fairness of the process used to determine the salient outcomes decisions either in rewards or punishment such as the decision of evaluation, promotions, demotions, terminations, salary increment, bonuses, and other types of benefits (Greenberg 1987a; 1990; Konovsky, 2000). "Procedural justice is concerned with the 'means' of reaching outcomes, while, distributive justice is dealing with the 'ends'" (Lambert, 2003, p. 157).

Folger and Cropanzano (1998a) argued that people have more preference towards procedural justice instead of distributive justice. People are more interested with how a decision is being made or the process of reaching the outcomes than how the organizations distribute the outcomes to others (Lambert, 2003). People are also concerned with the process of making the decision in a fair and consistent manner, without biases and transparent (Folger & Cropanzano, 1998a). Hence, an organization should develop a decision making process well with strong structural features such as based on the reliable information to make accurate decision, assessment criteria are relevant and fair and allow employees to make suggestion for the improvement of evaluation criteria or decision making process system (Greenberg, 1987a, 1987b).

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Interactional justice is another dimension that would explain the term OJ. Past researchers have claimed that OJ is comprised of two dimensions which are named as procedural justice and distributive justice (Folger & Cropanzano, 1998a; 1998b; Cropanzano & Ambrose, 2001; Clay-Warner, Hegtvedt & Roman, 2005). It is empirically showed that the two dimensions are the best conceptualization of OJ. Interactional justice has also been found to be another dimension explains OJ. When compared to distributive justice and procedural justice, interactional justice is emphasizing more on interpersonal relationship which decision makers treat others with interpersonal dignity and provide reasonable justification of the decision being made (Baron, 1993; Bobocel, McCline & Folger, 1997).

Some researchers claimed that interactional justice and procedural justice should be combined as one dimension due to high correlations (Mansour-Cole & Scott, 1998). Two different groups of researchers and scholars have different view on this two justice dimensions whether it should be treated as single construct or both dimensions are distinct from each other. However, Colquitt, Colon, Wesson, Porter and Ng (2001) and Skarlicki and Latham (1997) have indicated that three dimensions of justice should be conceptually and practically distinct.

Cropanzano and his colleagues have tested the differences between interactional justice and procedural justice. They found that interactional justice can be distinguished from procedural justice. Instead, these two justices' dimensions have somewhat different correlation. Interactional justice is defined as the individual perception of the treatment experienced from another person (Bies & Moag, 1986). It

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can also be referred to quality of the interpersonal interaction or communication between two or more people (Cropanzano, Prehar & Chen, 2002).

Interactional justice can be further sub-divided into two dimensions namely interpersonal and informational justices (Greenberg, 1993). Informational justice is described as the ability of decision maker to provide fairness of information that are accurate and timely (Lind & Tyler, 1988; Greenberg, 1993). For interpersonal justice, it is referring to the fairness of person-oriented treatment by explaining and justifying the decision being made, how the decision outcome is made and outcome distributions to their subordinates with respect (Lind & Tyler, 1988; Greenberg, 1993).

OJ is critical to all types of organisation regardless of profit, non-profit organisation or government sectors. In school context, OJ can be defined as "teacher perceptions of fairness related to interactions with school leaders" (Burns & Dipaola, 2013, p. 5). The most important duty for school administrator and principals is to ensure school policy, appraisal system and jobs distribution are always fair and just (Yilmaz & Tasdan, 2009).

Cunningham and Cordeiro (2003) stated that school administrator and principal are responsible and contribute to the development of justice and promote equality among students, teachers and other school personnel. Burns and Dipaola (2013) argued that OJ is a single dimension construct in school context. The perception of justice can be based on three main aspects which are the distribution of outcomes or rewards, the procedure on how to distribute outcomes and treatment of supervisor on employees (Burns & Dipaola, 2013).

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2.3 Theoretical Discussion of Trust

In decades, research scholars and academicians have emphasized on the importance of trust in organization. Past empirical studies have consistently generated similar results that trust has positive effects on employee cooperation and productivity in organization (Dirks & Ferrin, 2001; 2002; Dirks & Skarlicki, 2004; Gini, 2004; Sherwood & DePaolo, 2005). Hence, trust is viewed as essential factors in predicting organizational success and overall efficiency (Fukuyama, 1995). Recently, trust is seemed to be well established as compared to earlier researches. Although, there is a great deal of effort in defining the term of trust, research scholars have failed to expound the meaning of trust whereby no consensus agreement has been reached among researchers. Succinctly, the definition of trust is still found to be lack of clarity (Tschannen-Moran & Hoy, 1998; 2000).

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2.3.1 History of Trust

The empirical research of trust was started in the late of 1950s during the period of World War II and Cold War. Deutsch (1958) was the first and pioneer research scholar in examining the concept of trust by focusing on behavioural aspects of people. Mixed motive games were introduced by Deutsch (1958), which is used to measure and analyse mutual trust between two players who are unknown to each other through the application of cooperation and competition dilemmas. Additionally, Deutsch had also tested the third party effect on the trust level between two parties. At the same time, there is another research conducted by Luce and Raffia (1957) with

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their prisoner dilemma games. This was followed by Osgood (1959) and Solomon (1960).

For Luce and Raffia (1957), they have carried out a trust research by introducing a series of games called prisoner dilemma games. In these prisoner dilemma games, they created a simulation situation which involved two prisoners. Both prisoners were assumed to have convicted to a criminal case with insufficient evidence. If one of the prisoner chose to confess to the crime and the other prisoner denied it, thus, both of them would get different level of punishment. The district attorney or judge would impose lesser charge or be more tolerant to the confessor, while, the other prisoner would be prosecuted to more heavy punishment. If both prisoners were reluctant to confess to the crime, then both would have lesser charge, but, if both of them agreed to confess the crime, then similar charge would be imposed on them (Luce & Raffia, 1957).

Deutsch asserted that trust is a process of one's choice to make a rational decision in order to engage him or herself in cooperative and trustworthy behaviour (Deutsch, 1958; Loomis, 1959; Deutsch & Krauss, 1962; Smith, 2000). He further contended that player's decisions are largely affected by their personality traits. There are several key results generated from mixed motive games. Firstly, if both players have decided to be cooperatives, both of them will gain moderate advantages from each other. Conversely, if both players have chosen to compete instead of cooperate, both of them will lose moderate advantages to each other. Thirdly, if either player has chosen to cooperate and another player has chosen to compete, the co-operator will lose advantage to the competitor or the competitor will gain advantage from the co-

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operator. Therefore, the theoretical implication is that both parties are encouraged to have harmony cooperation in order to have win-win solutions or gain advantages from each other (Smith, 2000).

In year 1960, Deutsch has extended his study of trust with adoption of the same mixed motive games. The difference between this study and previous study is scholar professes that the resulting effect of trust is determined by monetary gains and losses. This game will involve two players who are sharing similar beliefs. Deutsch (1960) explored that, if two players are cooperative in a group, both of them will ensure and focus on their common good or mutual gains. For individualistic group, the player will only care about their potential welfare gains. Conversely, if two players compete with each other in a group, both players will not only focus on their own weal, but will take excessive advantages of another player when an opportunity arises. Deutsch (1960) also stressed on the effectiveness of communication. The player in individualistic group with proper communication will demonstrate cooperative behaviour or else, both of the players will display competitive behaviour. Eventually, this will result in mutual losses due to the untrustworthy (Smith, 2000).

Deutsch (1960) also tested the effects of third party existence in the mixed motive games. He purported and concluded that the presence of third party would strengthen the cooperation between two players if both of them show high dislike on third party. Hereupon, the prominent finding of his study was that the existence of third party would significantly influence the level of trust between two parties either in the way of impeding or improving. In the same year, Solomon (1960) has also explored and further extended the research of Deutsch. Solomon has taken into

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account of social power in the mixed motive game introduced by Deutsch (1960). The trust level between two players is determined by varying degree of social power between two players. If two players hold equal power, then both players will have high trust on each other. Otherwise, the untrustworthiness will arise between them. Although, trust has been researched substantially by research scholars, trust findings of Deutsch (1958; 1960), Luce and Raffia (1957) and Solomon (1960) are untenable. Kee and Knox (1970) and Rotter (1967) argued that the mixed motives games and prisoner dilemma are based on the simulated situation instead of real situation. Hence, the findings generated from the studies are not accurate.

2.3.2 Definition of Trust

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The construct of trust has been defined differently by various research scholars such as Deutsch (1958), Rotter (1967), Zand (1972), Ellison and Firestone (1974), Frost, Stimpson and Maughan (1978), Butler and Cantrell (1984), Hoy and Kupersmith (1985), Baier (1986), Gambetta (1988), Bradach and Eccles (1989), Coleman (1990), Fukuyama (1995), Hosmer (1995), Mayer, Davis and Schoorman (1995), Cummings and Bromily (1996), Mishra (1996) and Rousseau, Sitkin, Burt and Camerar (1998). All these definitions are based on several factors and also depend on the context or different kinds of relationships and changes over the course of relationship (Tschannen-Moran & Hoy, 1998). It is not a simple task to define and assess the construct of trust (Tschannen-Moran & Hoy, 1998; Khany & Tazik, 2015) as it can be defined based on different contextual areas such as philosophical, economic, individual and organizational. Hence, the complexity of the trust construct has

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attracted scholars and theorists to spend more than half of century to build up the construct and develop a better definition.

For philosophical perspective, the definition of trust is focused on ethically and morally justifiable behavior (Baier, 1986; Hosmer, 1995). For an example of philosophy definition, trust is defined as "one party's optimistic expectations of the behavior of another when the party must make a decision about how to act under conditions of vulnerability or dependence" (Hosmer, 1995). This is stated that people trust by having expectation on another person to make a morally and ethically correct decision when he or she is facing issues of vulnerability or dependency, while in economic perspective, the trust definitions are focused on the rationality calculations of transactional costs and organizational benefits (Coleman, 1990; Fukuyama, 1995). Based on the definition of Coleman (1990), trust exists between two persons when the ratio of benefits or gain is greater than the ratio of potential loss due to the trustee's untrustworthiness.

In interpersonal contextual area, it is focused on personal vulnerability (Rotter, 1967; Frost, Stimpson & Maugham, 1978; Mayer, Davis & Schoorman., 1995; Mishra, 1996). Trust definition of this perspective is conceived as the extent to which one party is willing to be vulnerable to another party who will perform certain action that is particularly important to trustor, regardless of the ability to control the other party (Mayer et al., 1995). Some scholars define trust in four dimensions named: competent, open, concerned and reliable (Mishra, 1996). A person's willingness to be vulnerable to other person indicates that he or she is competent, open, concerned and reliable.

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From organizational perspective, trust's definition is focused on open, honest in negotiation and communication (Cummings & Bromily, 1996). Based on Cummings and Bromily definition, it is referring to one person or a group of people belief to another person or another group of people when they "make good-faith effort to behave in accordance with any commitments both explicit and implicit" (Cummings & Bromily, 1996). It is also an honest negotiation and communication between two persons or groups of individuals before any commitment and avoidance of taking of others even there is an opportunity available to the trustor.

In sum, a number of factors that have been identified from the wide variety of trust definitions are willing vulnerability, benevolence, reliability, competence, honesty and openness. Trust is a fragile concept as the degree of trust will fluctuate over time due to changes of relationships (Lewicki & Bunker, 1996; Birney, 2004). Hoy and his colleagues argued that trust is a multifaceted construct comprises of benevolence, reliability, competency, honesty and openness. Based on the extant literature on the myriad of definition, trust is later defined as a state where "a person is willing to be vulnerable to another based on the confidence that the other is benevolent, honest, open, reliable and competent" (Tschannen-Moran, 2004, p. 17). This definition is retrieved most from the definition proposed by Mishra (1996), "trust is an individual's or group's willingness to be vulnerable to another party based on the confidence that the latter party is benevolent, reliable, competent, honest and open" (p. 265).

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2.3.3 Trust in School Context

Although, trust has been actively discussed within organizational studies by various researchers, but it has been focus on educational settings recently (Goddard, Tschannen-Moran & Hoy, 2001; Smith, Hoy & Sweetland, 2001; Bryk & Schneider, 2002; 2003; Hoy & Tschannen-Moran, 2003; Hoy, Gage & Tarter, 2006; Van Houtte, 2006; Tschannen-Moran, 2009; McKenzie, 2011). It is also found that trust is crucial for school organization effectiveness and survival (Tschannen-Moran & Hoy, 1998; Hoy, 2003; Tschannen-Moran, 2004; Scarborough, 2005).

Additionally, trust is viewed as "a glue that holds things together and functions as lubricants in order to reduce friction and facilitates smooth operations" (Tschannen-Moran, 2004, p.38). It plays an important role in ensuring the effectiveness and productiveness of school (Tschannen-Moran & Hoy, 1998; Bryk & Schneider, 2002; Kochanek, 2005; Van Houtte, 2006). Trust is also revealed to be associated with the improvement participation in decision making in schools and cooperation among parents, school principal and teachers (Hoy & Tschannen-Moran, 1999). Trust is a multifaceted construct. This multifaceted construct can be related to several referent groups such as teachers, students, parents, administrators and organization.

Tschannen-Moran and Hoy (1998) stated that there are two salient elements of trust which are teachers' trust in colleagues (TCO) and trust in principals (TPR). Several past studies have indicated that TCO and TPR are significantly contributing to students' achievement and school effectiveness (Tschannen-Moran & Hoy, 2000).

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Further to this, Tschannen-Moran and Goddard (2001) also pointed that the school environment equipped with trust could result in not only improved effectiveness and student achievement, but also lead to open communication and authentic form of collaboration among teachers and principals. The existence of trustworthiness between him or her and colleague as well as teachers and principals will provide the feeling of safety with positive thinking (Dirks & Ferrin, 2002). Subsequently, this will reduce stress level in their workplace.

Hoy and Tarter (2004) pointed that trust is important to school prosperity and success. The concept of trust is one of the key elements for the quality of social relationships among teachers within the school workplace (Van Maele & Van Houtte, 2012, p.880). If teachers possess high sense of trust on each other, this will indirectly enable teachers to work energetically together towards the common objective of institutions rather than self-protection (Tschannen-Moran & Goddard, 2001).

Goddard, Salloum and Berebitsky (2009) found that the trust levels are significantly associated with student achievement. Goddard and his colleague further added that trustworthy can effectively reduce the academic disadvantages. In school milieu, school collaboration among teachers in decision making (Scarborough, 2005), effectiveness of school communication (Tschannen-Moran & Hoy, 1998), school effectiveness (Tschannen-Moran, 2004; Kochanek, 2005) and positive school climate (Tschannen-Moran, 2009) are indicated as school outcome resulted from high trust levels.

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2.4 Theoretical Discussion of Efficacy Belief

2.4.1 Locus of Control Theory versus Social Cognitive Theory

The construct of efficacy is originally evolved from two main theories named locus of control theory and social cognitive theory developed by Rotter's (1966) and Bandura (1977, 1986, 1993, 1997) respectively. Self-efficacy can be defined as "the beliefs in one's capabilities to organize and execute course of action required to produce a given attainment" (Bandura, 1997, p.3). In Rotter (1966) locus of control construct, the control of reinforcement either lays on the teachers themselves or the environment. The locus of control theory is an individual belief that the outcome of his or her actions is contingent on either within his or her control or lay on environment or events beyond his or her control (Rotter, 1966; Zimbardo, 1985).

Basically, the locus of control can be divided into internal control and external control (Rotter, 1966). If the control of reinforcement is not entirely based on his or her action, but it is a result of his or her luck, chance, fate or other external factors, then these forces are considered as external control. On the other hand, internal control refers to the outcome of his or her that is controllable by himself or herself. There is no outcome resulted either due to perfect internal locus of control or perfect external locus of control. Instead, most of us fall in between the two extreme types of control.

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For social cognitive construct, it is a "psychological model of behavior that emerged primarily from the work of Bandura (1977)" (Denler, Wolters & Benzon, 2014). For self-efficacy, it has emerged as one of the important concept within social cognitive theory (Denler et al., 2014; Bandura, 1997). Bandura (1997) also identified that teacher with high efficacy is believed to have better capability to perform a particular task successfully.

The locus of control theory and social cognitive theory has led to some confusion about the definition and measurement of self-efficacy (Gibson & Dembo, 1984, Guskey & Passaro, 1994; Pajares, 1997; Tschannen-Moran, Hoy & Hoy, 1998). Some researchers also argued that both construct are roughly the same. However, Bandura (1997) reemphasized and mentioned that both constructs are distinctive from each other.

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For social cognitive theory, it is belief of one's own capability to produce certain actions which is very much related to self-efficacy. Whereas, the locus of control theory is the belief of one's outcome to be affected by themselves or external factors. It is implied that the perceived self-efficacy has little or empirically shows no relationship with locus of control theory. Hence, the nature of teacher efficacy should be born within the social cognitive theory instead of locus of control theory (Bandura, 1997).

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2.4.2 Social Cognitive Theory Underpinnings of Efficacy Belief

According to Goddard (2001), social cognitive theory is referring to individuals and collectives that have control over their lives via agentive action which is influenced by their perceptions of efficacy towards a specific task. The term agency is an important fundamental assumption for social cognitive theory. The efficacy belief is the important key to the operation of agency as when an individual and collectives believe they have better capability to perform the task or duty successfully, they are more likely to perform the activities (Goddard & Goddard, 2001).

In Goddard and his colleague's research work, they contended that efficacy belief in both individual and collective level are underpinning of social cognitive theory (Goddard & Skrla, 2006; Goddard, Hoy & Hoy, 2004; Goddard, LoGerfo & Hoy, 2004; Hoy, Sweetland & Smith, 2002; Goddard & Goddard, 2001). Both TSE and CE are anchored in agency assumption which highlighted by Bandura. For TSE, it could be through the human or personal agency which he or she believes in his or her self-capability to control over his or her life activities (Hoy et al., 2002). If a teacher possesses of efficacy belief on his or her capability, then he or she will overcome obstacles persistently and face failure obstinately (Goddard et al., 2004).

For CE, it could be worked through organisational agency that all teachers' beliefs combined as a faculty with perceptions of conjoint capability to achieve the organisational or faculty objective (Goddard, Hoy & Hoy, 2004; Hoy, Sweetland & Smith, 2002). Teachers with favourable CE beliefs directly influence their behaviour in performing their job duties and believing to have ability to influence their student

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academic performance as well as tenaciously overcome adversity (Hoy et al., 2002). This is also ensuring the setting of higher goals and willingness to welcome challenges (Goddard & Skrla, 2006). In short, the belief of CE will bring creativity, effort and persistence in order to attain a goal successfully.

CE is the most recent construct and constructed after TSE and student efficacy beliefs constructs. It is also found to be less frequently studied as compared to TSE and student efficacy (Goddard & Skrla, 2006; Goddard & Goddard, 2001). All three kinds of efficacy belief have been found to have positive effect on student achievement. Pajares (1997) revealed that the self-efficacy judgments of students are significantly related to student outcome. This is the same to TSE and CE whereby both constructs are able to positively associate with student achievement in school (Goddard, Hoy & Hoy, 2000; Tschannen-Moran, Hoy & Hoy, 1998).

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2.4.3 Distinctiveness between TSE and CE

Both efficacy beliefs constructs: TSE and CE are sharing and underpinning the social cognitive theory (Goddard & Skrla, 2006; Goddard, Hoy & Hoy, 2004; Goddard, LoGerfo & Hoy, 2004; Goddard, 2002; Hoy, Sweetland & Smith, 2002; Goddard & Goddard, 2001). The development of TSE and CE are mainly based on four sources of information named as mastery experience, vicarious experience, social persuasion and affective states (Goddard & Goddard, 2001).

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TSE and CE should distinct from each other as both constructs are interpreted differently (Goddard, 2002). For TSE, it is analyse based on individual-level measures. Each teacher is required to make individual level judgment which measure his or her capability in performing a specify task or activity. However, CE analyses on group level aggregates. Each teacher should make judgment on their members' efficacy level as a whole towards attainment of faculty and school goals.

2.4.4 Four Sources of Efficacy – Shaping Information

The assumption of agency indicated four sources of information that are used to formulate the construct of TSE and CE (Bandura, 1997). The four sources of information are referring to mastery experience, vicarious experience, social persuasion and affective states (Goddard, Hoy & Hoy, 2004; Hoy, Sweetland & Smith, 2002; Goddard & Goddard, 2001). These four sources of information are postulated to have significantly influence on personal efficacy belief and collective efficacy belief. Mastery experience is found to be the strongest source of information as compared with others sources. Based on Goddard (2001) research outcome, large portion of the variation in efficacy construct is explained by mastery experience.

For mastery experiences, it is based on past school mastery experience either successes or failure which subsequently influence the efficacy belief (Goddard, Hoy & Hoy, 2004; Goddard, LoGerfo & Hoy, 2004). If a school has experienced successes, it tends to increase the efficacy belief or capability to perform a specific tasks or

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activities. Conversely, the past performance failure of school will undermine the efficacy belief or capability to perform future tasks or activities.

The vicarious experience is "one in which the skill in question is modeled by someone else" (Goddard, LoGerfo & Hoy, 2004, p. 5). The efficacy belief could be raised through observing successful models with similar characteristics or to those pursuing similar goals in the face of familiar opportunities and constraints (Schunk & Zimmerman, 1997). A teacher or school tends to observe and replicate whatever example or educational programme that succeeded in the past. Eventually, this would enhance their sense of efficacy in achieving a goal.

For social persuasion, the TSE and CE can be strengthened through persuading their individual or collective capabilities to pursue their goals (Goddard & Skrla, 2006; Goddard, LoGerfo & Hoy, 2004). A regular feedback given by an influential leader to teachers could serve as an encouragement in terms of capability level (Goddard et al., 2004). The strength of persuasiveness is very much dependent on the persuader's credibility, trustworthiness and expertise (Bandura, 1986). For example, if there is low trust between persuader and teacher, it is unlikely that the persuader is able to influence his or her efficacy belief. At collective level, the faculty is advised to organized talks, workshops, forums, professional development and training opportunities and seminars as well as providing feedback about their achievement in order to inspire and motivate them to work with adequate efficacy belief.

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Lastly, the affective states are affected by emotions (Goddard & Skrla, 2006; Goddard, LoGerfo & Hoy, 2004). If teachers possess positive emotions and high beliefs in terms of capability, then they are more capable in handling pressure and crises. In turn, teachers with high distress level, depression, disappointment or others stressor will diminish the efficacy level. All the sources of information are found to be important as it is vital to shape the efficacy belief in both individual and faculty levels (Goddard & Skrla, 2006). However, the agentive action has no regard to human or organisational perspective. The exercise of this agency is mainly depending on how individuals and groups determine their efficacy belief (Goddard et al., 2004).

2.4.5 Review of TSE

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Gibson and Dembo (1984) have applied the concept of self-efficacy into teaching sector. There are two factors of self-efficacy identified by Gibson and his colleague which are general teaching efficacy and personal teaching efficacy. Most of the studies found that the two separate dimensions or factors are still debatable topics (Gibson & Dembo, 1984; Goddard, Hoy & Hoy, 2000; Pajares, 1997; Tschannen-Moran, Hoy & Hoy, 1998). The personal teaching efficacy refers to one own feelings of competence as a teacher. It is unlikely to general teaching efficacy. There are a lot of arguments for the labels of this factor. Hence, there are a number of different labels proposed by scholars.

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Emmer and Hickman (1990) has named the second factor as "external influences" which is similar to the construct developed by Rotter's known as external control or beyond teachers' control. It is likewise to Riggs and Enochs (1990), they have labeled the second factor as outcome expectancy. From Tschannen-Moran and Hoy's point of view, outcome expectancy is related to the construct of motivation as a person who is motivated and expected to exhibit the level of performance based on his or her capabilities in order to achieve the desired outcome. However, the nature of the meaning for general teaching efficacy is the possibilities of all teachers to attain certain outcome under the same circumstances or environment. Therefore, the labeled outcome expectancy is not appropriate to be used for the second factors of efficacy.

For TSE, it can be expressed as "the teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context" (Tschannen-Moran, Hoy & Hoy, 1998, p. 233). Teachers with higher self-efficacy are perceived to have stronger ability to influence students' learning outcome (Ross, Cousins & Gadalla, 1996) and the teachers are more ambitious to set challenging standard on student learning progress for themselves (Brookhart & Loadman, 1993). Teachers will determine the amount of effort contributed to teaching and are willing to confront with problem encountered during teaching (Ross et al., 1996). In short, the amount of effort devoted in their teaching, the ability of decision making and the degree of persistence when facing problematic issues are largely dependent on teacher's sense of efficacy.

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Dussault (2006) claimed that Somech and Drach-Zahavy (2000) are among the first to link TSE to OCB. The study found that TSE is significantly related to OCB in teams and organization as a whole, but not to students (Somech & Drach-Zahavy, 2000; 2004). In Dussault's study, the TSE is partially related to OCB. In view of Dussault study findings, the personal teaching efficacy is found to be related to OCB. It is different from general teaching efficacy which is not related to OCB (Dussault, 2006).

2.4.6 Review of CE

The CE is considered the most recent construct as compared to TSE and student self-efficacy. Bandura (1997) stated that "CE is concerned with the performance capability of a social system as a whole" (p. 469). In school context, the meaning of CE is referred as "the perceptions of teachers in a school that the efforts of the faculty as a whole will have a positive effect on students" (Goddard, Hoy & Hoy, 2000, p. 482). All teachers' shared the same belief of efficacy level that they can work together as a whole to produce positive outcome such as student learning and achievement in school.

The concept of CE is further defined as "the perceptions of teachers in a school that the faculty as a whole can organize and execute the course of action required to have a positive effect on students" (Goddard, 2003, p. 184). If the teachers have the sense of CE, it will further improve student achievement and organisational performance (Goddard, Hoy & Hoy, 2000). Therefore, Hoy and his colleague

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purports that the perceived CE are important collective perceptions which are considered as organisational property (Hoy, Sweetland & Smith, 2002). Goddard, Hoy & Hoy (2000; 2004) highlighted that there were limited researches which tested the effect of CE with various consequences as compared to teacher efficacy. Hence, this construct is included in present study.

2.5 Discussion of Relationships and Previous Studies

2.5.1 The relationship between OJ and OCB

Several non-educational past studies proposed that perception of fairness or OJ is significantly associated with OCB's (Brebels, Cremer & Dijke, 2014; Chen & Jin, 2014; Lambert & Hogan, 2013; Karriker & Williams, 2007; Lara & Espinol, 2007). This is also suggested by Organ (1990) whereby OJ is an important construct in promoting OCB in any organisation. Additionally, there are number of 1990s empirical studies that have explored and claimed that OJ is one of the crucial key determinants of OCB (Moorman, Blakely & Niehoff, 1998; Konovsky & Pugh, 1994; Moorman, Niehoff & Organ, 1993, Moorman, 1991).

Podskoff, MacKenzie, Paine and Bachrach (2000) mentioned that employees perceive fairness when they believe their social and economic exchanges with their respective organisation are fair and just. If the exchanges between employees and organisation are deemed to be fair, then employees would be more likely or willing to exercise citizenship behaviour that benefits the organisation. Conversely, if

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employees experienced unfair treatment, they would keep themselves away from displaying citizenship behaviour (Podskoff et al., 2000).

In education perspective, studies also revealed that OJ is significantly related to OCB in school setting (Burns & Dipaola, 2013; Erkutlu, 2011). Erturk (2007) believed that the attributes and behaviors of employees may be perceived differently, which vary based on cultures. Hence, he decided to extend the study to Turkey context where the three dimensions of justices were tested with OCB towards individual and OCB towards organisation. In view of Erturk's (2007) study, the results are posited that all the three dimensions of justice are significantly correlated with OCBO and OCBI amongst academicians of private universities in Turkey (Erturk, 2007).

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Addition to this, Erkutlu (2011) stated that there is varying degree of relationships between dimensions of OJ and OCB. His arguments are supported by Moorman (1991). Moorman (1991) found that interactional justice (IJ) is among the most significant related to OCB as compared to procedural justice (PJ) and distributive justice (DJ). However, Konovsky and Pugh (1994) discovered that instead of IJ, PJ has the strongest prediction on OCB.

The incongruences of results from various studies might be due to the culture differences highlighted by Erturk (2007) and context specific by Lamertz (2002). This is also confirmed by Erkutlu (2011) where organizational culture is the moderator for the relationship between OJ and OCB. The success and effectiveness of an organization is largely dependent on the understanding of organisational culture.

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Additionally, the normative standards of fairness perceived by employees are different according to diverse context. Erkutlu (2011) supported his proposed hypotheses that culture is significantly moderating the relationship between OJ and OCB amongst lecturers of universities in Turkey. This result has validated and re-confirmed that the attributes and behaviours of employees differ significantly across cultures (Erturk, 2007).

Based on prior empirical findings, there is a lack of empirical study in Malaysia school setting. Thus, it is important to extend the study to Malaysia school context. A Malaysian scholar conducted a study on the relationship between dimensions of OJ and OCBI as well as OCBO (Mohammed, Habib & Alias, 2010). The study indicated that PJ and IJ are significantly and positively related with OCBI and OCBO. While DJ, it is found unrelated to dimensions of OCB.

Mohammed and his colleague contended that DJ is significantly reflected in short-term evaluation such as individual satisfaction towards outcome received from top management. Conversely, the PJ and IJ are likely reflected in long-term evaluation such as OCB. They further justified that employees preferred PJ more compared to DJ. This is supported by Lambert (2003) where human is interested on how an outcome decision being made rather than how an organisation distribute the outcome to employee (Lambert, 2003). Thus, Mohammed and his colleague asserted and purported the DJ and IJ are playing an important role than DJ specifically in Malaysian university setting. If employees are given chance to voice their dissatisfaction and opinions on the procedure of outcome determination, they feel

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satisfied towards their company. Subsequently, the employees are more likely to engage in citizenship behaviour.

For IJ, it would be important to have good quality of interpersonal interaction between evaluator and employees (Cropanzano, Prehar & Chen, 2002). If employees are fairly justified the decision outcome being made by manager, then employees might agree and be satisfied with receiving perks and non-monetary rewards from his or her respective organisation or evaluator. In return, the employee will have higher intention to exhibit citizenship behaviour in their workplace.

However, the results generated by Mahammed and his colleague study are specifically valid and generalized to non-academic staff in Malaysian Public University. Additionally, the pattern of relationship between OJ and OCB are different across cultures (Erturk, 2007) and due to context specific (Lamertz, 2002). Further to this, Burn (2012) also claimed that the varying of relationships between the dimensionality of justice and OCB are greatly influenced by contextual factors. It would be worth to further extend the study specifically into Malaysian school context.

Considering the above discussion, it is posited that all the three dimensions of OJ are significantly related to OCB in school setting (Burn, 2012). Therefore, the following hypotheses are formulated.

Hypothesis 1: OJ is significantly related to OCB.

Hypothesis 1a: PJ is significantly related to OCB.

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Hypothesis 1b: DJ is significantly related to OCB.

Hypothesis 1c: IJ is significantly related to OCB.

2.5.2 Mediation Discussion

2.5.2.1 The relationship between OJ and Trust

Several studies claimed that perceived justice could significantly influence trust (Dipaola & Guy, 2009; Hoy & Tarter, 2004). Hoy and Tarter (2004) conceptually and empirically justified that both justice and trust in school is inextricably linked with one another. Tschannen-Moran, Hoy and Tarter made a concerted effort that OJ is indirectly related to single facet of trust which is TPR (Tschannen-Moran, 2004; Hoy & Tarter, 2004). Thus, it can be concluded that OJ may not be significantly related to the entire trust construct (Burns & Dipaola, 2013).

Hoy and Tarter (2004) stated that it is essential to build the trust in school environment in order to succeed in the future. In order to promote trust in school, it is important for principals to treat their teachers' fairly and equitably. In view of social exchange theory, the exchanges between leaders and members must be equivalent so as to balance the reciprocity. For instance, if teachers are treated fairly and reasonably, it will enhance their trust towards their principal as well as administrators. This is supported by Erturk (2007), Aryee, Budhwar and Chen (2002) and Pillai, Williams and Tan (2001). Further to this, Erturk (2007) shows that each dimension of justice is

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significantly associated with trust. Based on the findings above, it is posited that OJ and its dimensions are significantly related to trust.

Hypothesis 2: OJ is significantly related to trust.

Hypothesis 2a: PJ is significantly related to trust.

Hypothesis 2b: DJ is significantly related to trust.

Hypothesis 2c: IJ is significantly related to trust.

2.5.2.2 The relationship between Trust and OCB

Prior study found that trust is positively associated with OCB among teachers in school setting (Tschannen-Moran, 2003). The findings are in line with Tshannen-Moran (2004). Both studies are tested on the leadership perspective whereby the adoption of leadership style is directly influencing the trust of employees which lead to employees' willingness to exhibit citizenship behaviour. Through nurturing OCB in school working environment, it will further improve student achievement as well as school overall performance (Dipaola & Hoy, 2005a).

In the light of McKenzie (2011) study, the three facets of trust named: TPR, TCO and TCL are significantly related to OCB. Dipaola and Hoy (2005b) claimed that trust is pivotal in developing trust in school workplace. The existences of trust among colleague united them and strengthen their relationships. Subsequently, this will foster teachers OCB in school environment whereby teachers are encouraged to provide assistance to others and spend their time to guide student. Therefore,

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McKenzie (2011) study indicated that TCO is significantly linked to OCB. If teachers trusted their colleague, this would encourage employees to exhibit OCB by helping each other. This is similar to TCL. When teachers believe their students do have ability to be successful, they will be willing to sacrifice their precious time to assist students academically. Hence, it is predicted that trust is significantly related to OCB.

Hypothesis 3: Trust is significantly related to OCB.

2.5.2.3 Mediation of Trust in between OJ and OCB

In view of the above discussions, it can be argued that trust is able to mediate the relationship between OJ and OCB. However, Guh, Lin, Fan and Yang (2013) claimed that limited empirical findings are found to support this mediating effect. This is particularly true in Malaysian school context. Thus, it is important to explore this possible mediation effect which is believed to be capable of making valuable contribution to Malaysian context. Konovsky and Pugh (1994) carried out an empirical study which only tested the mediating effect of trust on PJ and OCB. In Konovsky and his colleague's study, they posited that trust in supervisor mediated the relationship between PJ and OCB. Konovsky further contended that PJ is one of important sources for building trust.

Some scholar claimed that people prefer and pay more attention on how the decision making is being made by decision maker or evaluator, while, they are less concerned on how their manager or decision maker distribute the outcome to him or

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her (Choong, Tan & Choe, 2014; Lambert, 2003; Folger & Cropanzano, 1998a). Thus, PJ is the only justice dimension that has been included in Konovsky and Pugh (1994) study. Another study (Zeinabadi & Salehi, 2011) concentrated on the mediation effect of trust on PJ and OCB. The model proposed by Zeinabadi and Salehi (2011) (see Figure 2.1) is derived from two previous models which are formulated by Moorman, Niehoff and Organ (1993) and Konovsky and Pugh (1994) respectively. Zeinabadi and Salehi (2011) study are based on education context as due to the arguments acknowledged in several studies whereby OCB construct is context specific across time and people (McKenzie, 2011; Dipaola, Tarter & Hoy, 2005; Organ, 1997). The findings of Zeinabadi and Salehi revealed that the mediation of trust on the relationship between PJ and OCB is significant. He and his colleague concluded that "the use of fair procedures in the relationship between principals and teachers would normally lead to high teacher TPR and this variable has teacher-specific outcomes in the form of citizenship behaviours" (Zeinabadi & Salehi, 2011, p. 1479-1480).

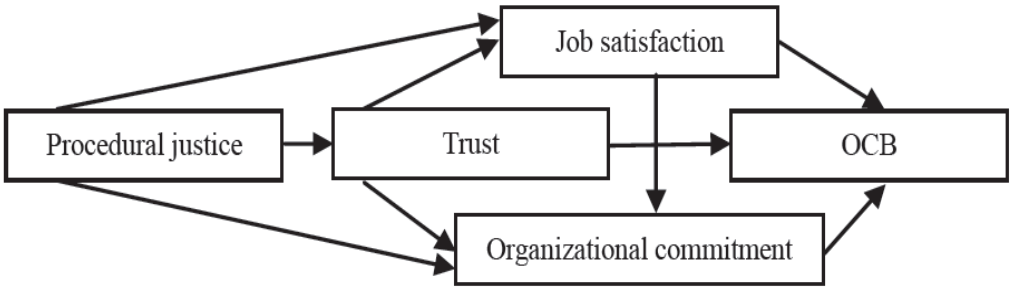


Figure 2.1. Zeinabadi and Salehi (2011) Proposed Conceptual Model. Adopted from Zeinabadi, H., & Salehi, K. (2011). Role of procedural justice, trust, job satisfaction, and organisational commitment in OCB (OCB) of teachers: proposing a modified social exchange model. *Social and Behavioural Sciences*, *29,* 1472-1481.

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Conversely, Erturk (2007) has conducted an empirical study pertaining to the mediating effect of trust on the relationship between OJ and OCB. The findings yield that trust is significantly mediating the three dimensions of OJ and OCBO. However, trust is partially mediating the three dimensions of OJ and OCBI. This is argued that teachers trust increase when they perceive fair treatment from principals and administrators. If the portion of rewards received by teachers is equivalent to volume of tasks assigned or amount of effort contributed, then justice is to be considered. In return, this will lead teachers to exercise citizenship behaviour in school.

Notwithstanding of inconsistent empirical findings, previous studies have made a concerted effort to verify that adequate fairness would result in enhancement of employee trust towards their management in workplace (Folger & Konovsky, 1989). Guh, Lin, Fan and Yang (2013) accentuated that employee's perception of fair and just would develop their trust towards managers and show passion in exhibiting citizenship behaviours that is beneficial to the organisation. Guh and colleagues (2013) revealed that OJ indirectly influences on OCB through strengthening teacher's trust. If teachers perceived justice within school environment, he or she would trust their administrator, in return; teachers would be emotionally attached to their respective school by engaging actively in performing citizenship behaviours (Guh et al., 2013). Thus, four proposed hypotheses are proposed as follow:

Hypothesis 4: Trust is mediating the relationship between OJ and OCB.

Hypothesis 4a: Trust is mediating the relationship between PJ and OCB.

Hypothesis 4b: Trust is mediating the relationship between DJ and OCB.

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Hypothesis 4c: Trust is mediating the relationship between IJ and OCB.

In order to ensure the existence of trust between teachers and principals, there are a number of principals' behaviour which should be emphasized on (Hoy & Tarter, 2004). Firstly, the principals of the school must be fair and just which is equitable in celebrating individual and group success. The success of the group must be shared among the members regardless of status or diverse background. Next, it is important to maximize the fairness of assigning tasks and duties to teachers. School management and Malaysian Government should provide chances for teachers to voice out their ideas and dissatisfaction on any decision making procedure. Moreover, the Malaysian Government and school principals or decision maker should take time to elaborate the decision outcome made on teachers. They must be extra careful in communicating negative information regarding to unfavorable decision outcome. The following principal behaviour is consistency in evaluating or judging teachers' performance. However, principals are encouraged to be flexible when applying procedure and rules. Principals are advised to make a proper judgment based on the fact instead of rumor as well as invalid information from third party.

For the purpose of fair and just, principals should actively and regularly listen to their members' opinions with regard to the process of decision making, the way of distribution of outcome and interaction or communication between principals and teachers. Principals and decision maker should be responsible to their mistake on judging and decision making on teacher's outcome and corrective actions should be taken immediately. Lastly, principals are advised to possess trust elements in any actions taken such as benevolent, honest, open, trustworthy and impartial. Through all

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this behaviours, it would promote OJ in school environment. Subsequently, this would significantly enhance teachers' trust in school and in return, foster citizenship behaviour.

2.5.3 The relationship between TSE and OCB

Numerous past studies have well confirmed the relationship between self-efficacy and task performance (Magno & Sembrano, 2007; Enochs, Smith & Huinker, 2000). Enochs and his colleague revealed that if teacher perceive the sense of self-efficacy, he or she will have higher ability to perform their contextual tasks and responsibilities. In other words, the activeness in performing formal task and responsibilities is positively influencing student outcomes and achievements. Analogously to OCB, teachers practicing OCB is directly enhancing the efficiency and effectiveness of school.

Dussault (2006) claimed that there is a limited study tested on the relationship between TSE and OCB in school setting. The main objective of his study is to examine the relationship between TSE and OCB amongst French Canadian high school teachers. The measurement and construct of self-efficacy are adopted from a French Canadian researcher with 15 items. This measurement scale is originally from Gibson and Dembo (1984). A comprehensive confirmatory factor analysis is conducted with 15 items and factorized two components namely personal teaching efficacy and general teaching efficacy.

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For OCB construct measurement, it is adopted from Organ (1988) with five dimensions: altruism, courtesy, conscientiousness, civic virtue and sportsmanship. He tested the relationship between TSE and OCB by using a simple analysis: Pearson correlation analysis. The finding indicates that TSE is significantly associated with OCB whereby when teacher possess self-efficacy and belief to have ability to perform their task, they are more likely to exhibit OCB in their workplace.

On the other hand, Dussault study indicates that TSE is partially related to OCB. In view of Dussault (2006) findings, the personal teaching efficacy is related to OCB, whereas the general teaching efficacy is not related to OCB (Dussault, 2006). Teacher with higher sense of efficacy is more likely to volunteer to help or assist co-workers with work-related problem matters, restructure their working timetable to accommodate others and adopt different innovative classroom instructional approaches to students (Beauregard, 2012).

There is another study examining the relationship between self-efficacy and OCB amongst elementary schools' teachers in the northern part of Israel (Somech & Drach-Zahavy, 2000). However, their study is very much different compared to Dussault (2006) study. The first difference is the measurement scale of the construct. Somech and his colleague have developed their own OCB measurement scales through a two stage pre-test. The first stage was based on semi structure interview technique which involved five elementary school principals and 25 teachers. All of them were asked to describe the behaviours that are considered as extra-role behaviours. The second stage of pre-test involved another 40 teachers. They were instructed to scan through the list of extra-role behaviours comprised of 60 items. In

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this preliminary test, teachers were allowed to add items that are missing from the items list.

After the two stage pretests were completed, it was followed by factor analysis. Based on the result of factor analysis, the OCB construct by Somech and Drach-Zahavy (2000) study can be further divided into three sub-scales named as extra-role behaviours towards the student, team and organisation. For self-efficacy construct measurement, it is an 11 item scale developed by Riggs (1989). The second difference is the nature of sample. Somech and his colleague study's samples were teachers working in elementary school in the northern part of Israel. However, the Dussault study sample focused on high school teachers in the province of Quebec, Canada.

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The prominent findings of Somech and Drach-Zahavy (2000) indicate that the TSE is significantly correlated with extra-role behaviour towards team and organisation. However, there is no significant relationship between TSE and extra-role behaviour towards students (Somech & Drach-Zahavy, 2000). In view of the above results, teachers considered extra-role behaviour towards the student as in-role behaviour (Somech & Drach-Zahavy, 2000). For instance, most of teachers treat this behaviour as part of their job requirement and responsibilities such as preparing and providing high quality teaching lesson, helping weak students in terms of academic outcomes and continuously promoting student learning and well-being (Lauermann, 2014; Lauermann & Karabenick, 2013; Halvorsen, Lee & Andrade, 2009).

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Lauermann and Karabenick (2011) have conducted in-depth study on the Lenk's six-component model of responsibility which include subject of responsibility, object of responsibility, addressee of responsibility, judging or sanctioning instance, criteria of responsibility and realm of responsibility and action. For instance, it is important for teachers to fulfill their professional responsibilities by investing a considerable effort in their teaching tasks and duties (Fischman, DiBara & Gardner, 2006).

Dipaola and Tschannen-Moran (2001) stated that OCB is something beyond their formal job tasks. The teacher formal job requirement and responsibility is highlighted by Lauermann (2014). For example, the extra-role behaviour towards student is helping students on their own time or willing to spend extra time to guide students after their working hours (Dipaola & da Costa Neves, 2009). In fact, an individual with high self-efficacy will have higher ability and confident to carry out their job effectively and higher probability of success rate (Dussault, 2006; Somech & Drach-Zahavy, 2000). In return, they are more likely to display OCB such as volunteer to assist colleague to solve work-related problems, to attend voluntary meetings, contribute extra time to work without demanding extra pay (Beauregard, 2012). As a result of the above studies, the expected relationship between self-efficacy and OCB is formed as follow:

Hypothesis 5: TSE is significantly related to OCB.

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2.5.4 The relationship between CE and OCB

As mentioned earlier, the CE is defined as "the perceptions of teachers in a school that the efforts of the faculty as a whole will have a positive effect on students" (Goddard, Hoy & Hoy, 2000). A number of positive consequences of CE include improvement of school accountability for student performance (Goddard, Hoy & Hoy, 2004), socioeconomic status (Goddard & Goddard, 2001) and education decision (Goddard et al., 2004). Studies have posited that CE (Goddard et al., 2004; Hoy, Sweetland & Smith, 2002; Goddard, 2001; Goddard et al., 2000) and OCB (Burns & Dipaola, 2013; Dipaola & Hoy, 2005a; 2005b) significantly predicted student achievement. However, there is a lack of empirical literature to support and validate the relationship between CE and OCB amongst teachers as CE is considered as more recent constructs as compared to self-efficacy (Jackson, 2009: Goddard et al., 2004).

Somech and Drach-Zahavy (2000) have examined the relationship between CE and OCB among teachers from 13 elementary schools in Israel. They found that CE is significantly related to OCB towards team, whereas there is no any relationship with OCB towards students and organization. This might be due to the nature of the research sample bias. Based on the proportion of sample, 231 samples out of 251 are female teachers and 20 samples are male teachers. Several studies demonstrated that male perceived higher sense of commitment towards their job and organization as compared to female workers (Choong, Keh, Tan & Tan, 2013; Choong, Tan, Keh, Lim & Tan, 2012; Akintayo, 2010; Shapira-Lishchinsky, 2009). Choong and his colleague further clarified that female married academics are required to perform dual

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role in their lives. Female academics that are married have the responsibility to take care about their children and be committed to their own job as well as the organisation.

However, male academics only need to commit in their work. Due to the fact that the vast majority of the sample in Somech and Drach-Zahavy (2000) study consists of female teachers, this might be one of the reasons which cause the relationship to be insignificant. In essence, it is implied that CE can be strengthening by enhancing the collegial interactions which further influence the willingness of teachers to exhibit OCB within workplace (Somech & Drach-Zahavy, 2000). In view of the prior empirical findings, both CE and TSE are found to be significantly related to OCB as the construct of CTE is originally rooted in TSE. Tschannen-Moran and Barr (2004) contend that the most obvious difference between CTE and TSE is CTE is based on school level effect, whereas TSE is based on individual level effect. Hence, it can be concluded that CTE is closely link to OCB. Therefore, a hypothesis is developed as follow:

Hypothesis 6: CE is significantly related to OCB.

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2.6 Review of Relevant Models

2.6.1 Guy's Model

According to Guy (2007), he proposed and hypothesized that the OJ significantly correlates with faculty trust and school climate (see Figure 2.2). Additionally, he also presumed that school climate is significant associated with faculty trust amongst teachers in school. Guy (2007) purported that there were limited studies with regard to the construct of OJ in educational arena. Therefore, he has decided to carry out the study aiming to explore the effects of OJ. The samples are 988 licensed professional staff members from 30 public high schools situated in Virginia. The 10 items scale of OJ is adopted from Hoy and Tarter (2004) which is similar to Burns (2012).

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The trust scales are originally constructed by Hoy and Tschannen-Moran (2003). The construct can be categorised into three facets named as TPR, TCO, and TCL with total of 26 items. The prominent findings of the study revealed that OJ is significantly correlated with each facet of trust. Moreover, TPR is shows the highest correlation with OJ among the trust facets. If teachers are treated with dignity, fairly and procedures are in place to ensure fair treatment, the perceptions of justice are likely to be increase. In turn, it will further reinforce the trust between teachers and principal.

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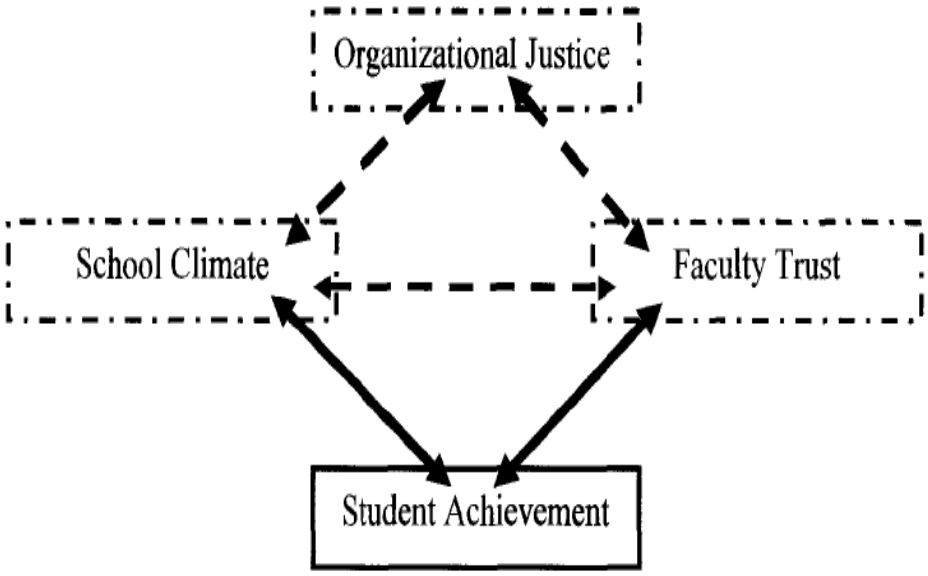


Figure 2.2. Guy (2007) Proposed Conceptual Model. Adopted from Guy, S.L. (2007). *Organisational justice perceptions in Virginia high schools: a study of its relationship to school climate and faculty trust.* (Doctor of Education), The College of William and Mary, Virginia.

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2.6.2 Burns's Model

Based on Burns (2012) proposed research model (see Figure 2.3), he intended to explore the relationship between OJ and OCB as well as student achievement in Virginia school setting. The samples of study are teachers from 34 high schools in Virginia. The OCB in schools scale developed by Dipaola and Tschannen-Moran (2001) are adopted. The validity of the construct scales has been well tested and supported via conducting a comprehensive confirmatory and exploratory factor analysis (Dipaola & Hoy, 2004; 2005a; 2005b; Dipaola & Tschannen-Moran, 2001).

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For OJ, the scales are adopted from Hoy and Tarter (2004) which incorporate three fundamental principles named: PJ, DJ and IJ in school perspective. The result of Burns (2012) indicated that OJ is significantly correlated with OCB, whereas, there is no relationship between OJ and student achievement. Burns (2012) further concluded that OJ is playing a major role in school context where perceptions of justice are positively associated with organisational trust.

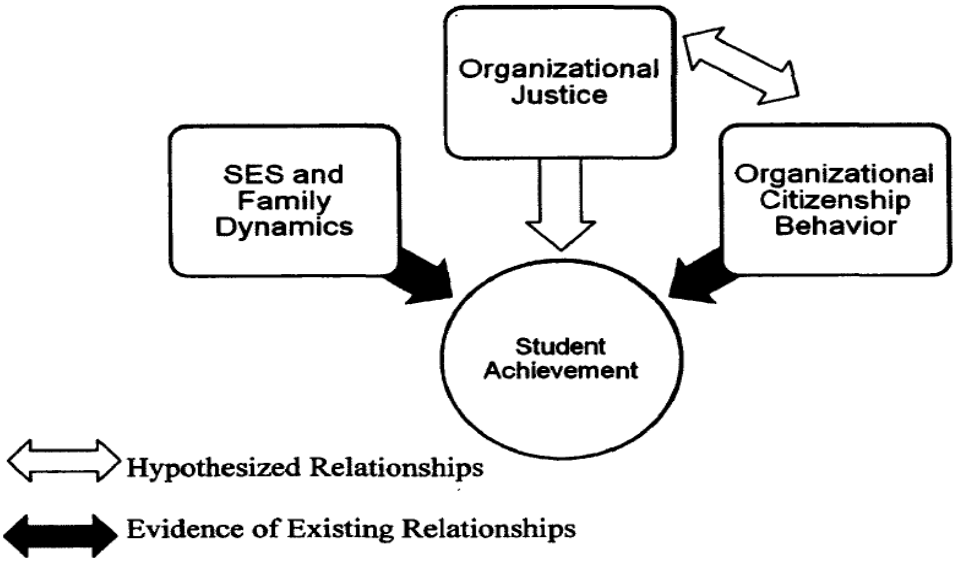


Figure 2.3. Burns (2012) Proposed Conceptual Model. Adopted from Burns, W.R.T. (2012). *Organisational justice perceptions of Virginia high school teachers: relationships to organisational citizenship behaviour and student achievement.* (Doctor of Education), The College of William and Mary in Virginia.

2.6.3 McKenzie's Model

McKenzie (2011) stated that trust and OCB construct are important in school context as both constructs are able to enhance student achievement conspicuously. This is

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previously supported by various studies (Burn & Dipaola, 2013; Tschannen-Moran, 2004; Dipaola & Hoy, 2005a; 2005b; Goddard et al., 2001). The trust facets; TPR, TCO and TCL are proved to significantly predict OCB and subsequently enhance the student achievement.

McKenzie (2011) contend that trust must exists so as to influence teachers to exhibit citizenship behaviour (see Figure 2.4). The samples are generated based on convenient sampling technique. It consists of professional staff members who work in elementary schools. The measurement of trust is taken from Hoy and Tschannen-Moran (2003) and OCB measurement is adopted from Dipaola, Tarter and Hoy (2005). The results posited that TCO and TCR are found to be related to OCB in elementary schools. However, TPR is not significantly related to OCB. The empirical findings are inconsistent with Tschannen-Moran (2003) findings.

Additionally, Denholm (2002) also denoted that facets of trust are strongly related to OCB amongst high school teachers. It is also found that principal is able to influence teachers without trust by forcing them to exercise OCB in workplace (McKenzie, 2011). However, the principal is not encouraged to perform unethical action towards their teachers. As mentioned by Dipaola and Hoy (2005a), OCB is an extra-role behaviour which is not enforceable to practice such behaviour.

For the TCO with OCB, Dipaola and Hoy (2005b) investigated that TCO is playing a vital role in the formation of OCB in school settings. Additionally, this facet of trust is also encouraging teachers to engage in OCB as a norm in school environments. If teachers trust their colleagues, this will further strengthen their unity

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by displaying citizenship behaviour to achieve the mutual objective (Dipaola & Hoy, 2005b).

Likewise, TCR is also important to foster OCB in school workplace (McKenzie, 2011). The existence of trust between teacher and students is needed so that teachers are willing to contribute extra effort in helping their students. When teachers believe that their student would succeed in getting a good result, their teachers will spend personal time to teach and guide the students, but this is not enforceable by school management.

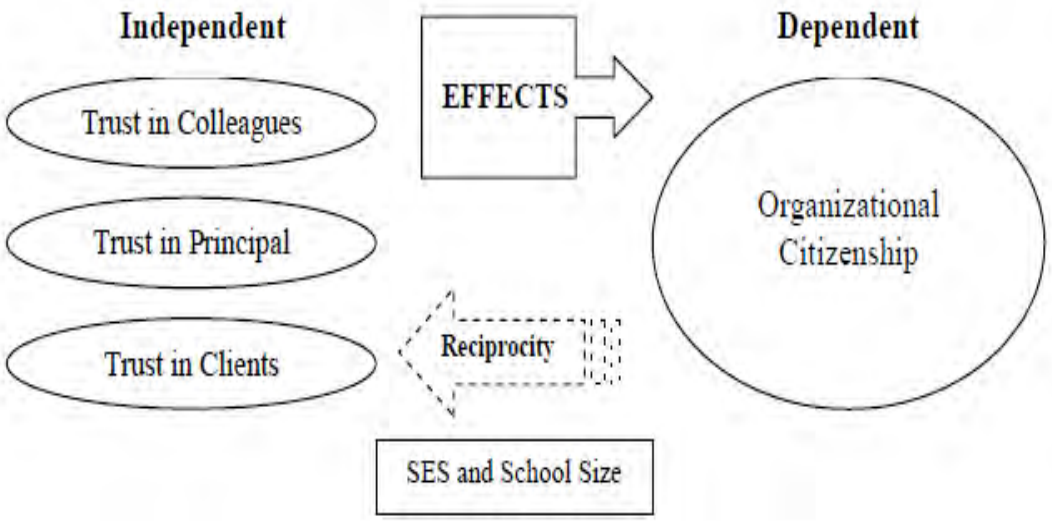


Figure 2.4. McKenzie (2011) Proposed Conceptual Model. Adopted from McKenzie, S.G. (2011). *Trust and organisational citizenship: a study of the relationship of the three referents of trust and the organisational citizenship of elementary school teachers.* (Doctor of Education in Education Leadership), University of Texas, San Antonio.

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2.6.4 Jackson's Model

Based on the Jackson proposed model in Figure 2.5, he would like to examine the antecedents of student achievement. There are three antecedents included in his study: CE, OCB and student socioeconomic status (Jackson, 2009). The only predicted relationship is CE and OCB, whereas the remaining of the relationships is well established by past empirical studies. Hence, the contribution of his study is to examine the predicted positive correlation between CE and OCB which can be viewed in the Jackson model. The study samples are 1,327 teachers from 35 elementary schools located in one of urban school district. He managed to support his predicted correlation which found that the CE is significantly correlated with OCB.

Jackson expounded that CE is constructed originally from TSE (Bandura, 1997). Hence, the relationship between CE and OCB is found to be significant. The argument provided is that CTE construct is developed according to TSE (Tschannen-Moran & Barr, 2004). Past studies revealed that TSE is strongly related to OCB (Mansor, Darus & Dali, 2013; Dussault, 2006; Somech & Drach-Zahavy, 2000). Therefore, CTE should also be found to be related to OCB.

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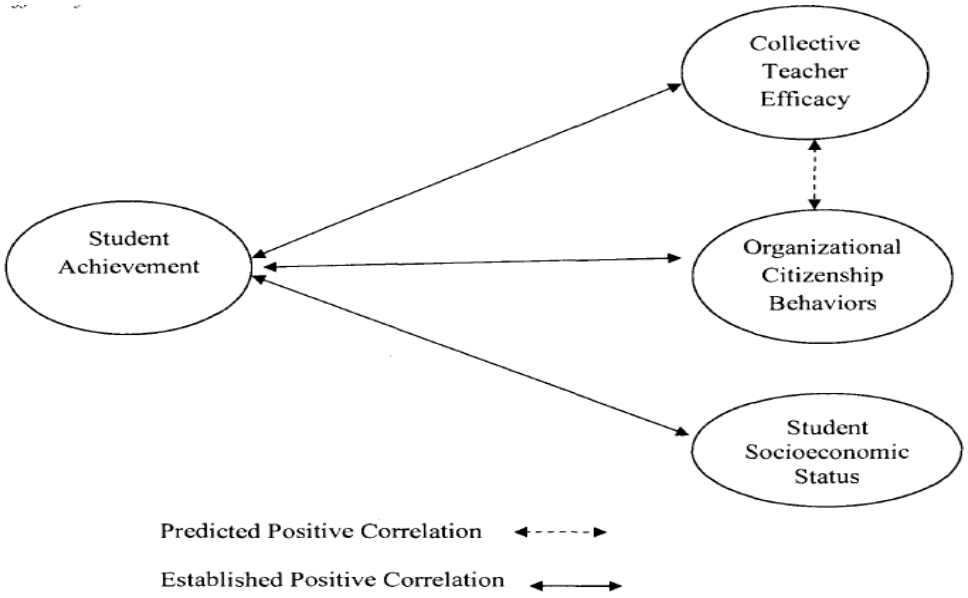


Figure 2.5. Jackson (2009) Proposed Conceptual Model. Adopted from Jackson, J.C. (2009). *Organisation citizenship behaviour, collective teacher efficacy, and student achievement in elementary schools.* (Doctor of Education), The College of William and Mary, Virginia.

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2.6.5 Cooper's Model

Cooper (2010) has conducted a more comprehensive study. He proposed and tested the model vigorously as compared to Jackson (2009) in Figure 2.6. In his study, it is to examine the relationship between the variables comprises of socioeconomic status, CE, OCB and school effectiveness. Most of the variables are similar to Jackson (2009) study. The only difference between Jackson (2009) study and Cooper (2010) study is Cooper (2010) focuses on school effectiveness while Jackson's (2009) emphasizes on student achievement. There are 1,859 teachers from 45 public high schools situated in Alabama who have taken part in Cooper (2010) study. Cooper (2010) study results are also found to be almost similar with Jackson (2009) study's results where CE and

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OCB are significantly related to school effectiveness. His findings also indicated that CE is statistically related to OCB.

Jackson (2009) and Cooper (2010) have made concerted efforts that teachers with high sense of belief on CE have higher preference in designing challenging goals. Through this, teachers are willing to exert extra effort in achieving the goals by having a strong commitment to their job and organization. In order to achieve the goal, they must work collectively which is normally known as social structure (Bandura, 1997). The social structure can be developed through CE. Subsequently, this will further influence on OCB of teachers in school context. Succinctly, teachers CE are required to exhibit OCB in order to achieve their collective goals. Thus, it can be concluded and hypothesized that CE is significantly related to OCB in school setting.

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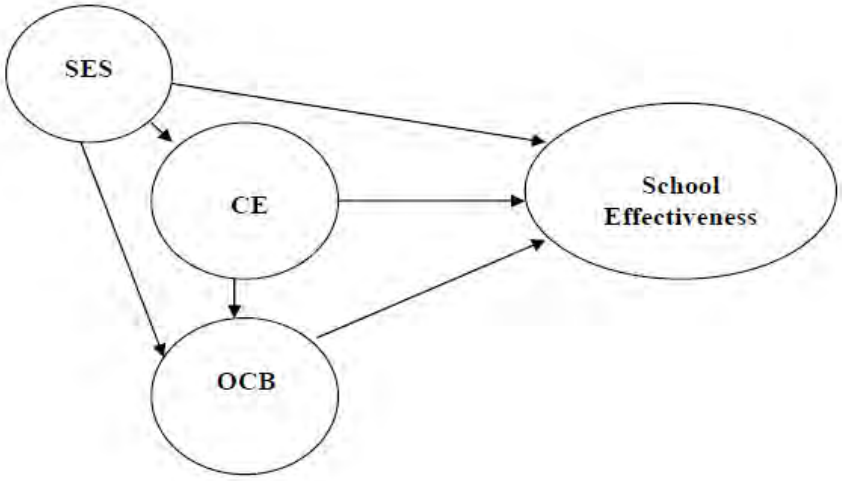


Figure 2.6. Cooper (2010) Proposed Conceptual Model. Adopted from Cooper, J.D. (2010). *Collective efficacy, organisational citizenship behaviour, and school effectiveness in Alabama public high schools*. (Doctor of Education), University of Alabama, Tuscaloosa, Alabama.

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2.7 List of Hypotheses with regards to the Research Objectives and Research Questions

Table 2:1 indicates and shows an overview of key things in chapter one and two which link the proposed research hypotheses to the research objectives and research questions. This would be able to provide a clear picture on the formulation of research hypotheses that are used to address the research questions and achieve the research objectives. All the research hypotheses are placed according to the respective research objective and research question.

Table 2.1

List of Hypotheses with regards to Research Objectives and Research Questions

	Research Questions (RQ) and Research Objectives (RO)	**H**	**Descriptions of Hypotheses:**
RQ1	What is the relationship between OJ and OCB among teachers in Malaysia?	H 1	OJ is significantly related to OCB.
		H 1a	PJ is significantly related to OCB.
RO1	To examine the relationship between OJ and OCB among teachers in Malaysia.	H 1b	DJ is significantly related to OCB.
		H 1c	IJ is significantly related to OCB.

(*Continued*)

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Table2.1 (*Continued*)

	Research Questions (RQ) and Research Objectives (RO)	H	Descriptions of Hypotheses:
RQ2	What is the relationship between OJ and trust among teachers in Malaysia?	H 2	OJ is significantly related to trust.
		H 2a	PJ is significantly related to trust.
RO2	To examine the relationship between OJ and trust among teachers in Malaysia.	H 2b	DJ is significantly related to trust.
		H 2c	IJ is significantly related to trust
RQ3	What is the relationship between trust and OCB among teachers in Malaysia?	H 3	Trust is significantly related to OCB.
RO3	To examine the relationship between trust and OCB among teachers in Malaysia.		
RQ4	Will trust mediate the relationship between OJ and OCB among teachers in Malaysia?	H 4	Trust is mediating the relationship between OJ and OCB.
		H 4a	Trust is mediating the relationship between PJ and OCB.

(*Continued*)

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Table2.1 (*Continued*)

	Research Questions (RQ) and Research Objectives (RO)	H	Descriptions of Hypotheses:
RO4	To examine whether trust will mediate the relationship between OJ and OCB among teachers in Malaysia.	H 4b	Trust is mediating the relationship between DJ and OCB.
		H 4c	Trust is mediating the relationship between IJ and OCB.
RQ5	What is the relationship between self-efficacy and OCB among teachers in Malaysia?	H 5	TSE is significantly related to OCB.
		H 6	CE is significantly related to OCB.
RO5	To examine the relationship between self-efficacy and OCB among teachers in Malaysia.		

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2.8 Conclusion

This chapter begin with comprehensive and thorough explanation on the origin of OCB and the development of OCB from the past decades. A detailed discussion on OCB in education context was conducted. It was found that student achievement is greatly affected by OCB. The success of school in achieving the objective and goal is greatly dependent on the teacher's willingness to go beyond the formal job duties stated in the job description. Other than this, an in-depth research was carried out on

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understanding on other four concepts: OJ, trust, TSE and CE. All of these constructs were explained in greater details. In the next chapter, a conceptual framework will be formulated based on the logical relationships discussion. This also includes the proposition of hypothesized relationships between each exogenous construct: OJ, trust, TSE and CE on endogenous construct of OCB.

Further to this, the relationship between three independent variables named OJ, trust, TSE and CE and dependent variable: OCB has been argued. The mediator effect of trust on the relationship between OJ and OCB is also predicted. Empirical studies tested and indicated that OCB is one of the significant predictor of student performance and academic achievement (Burns & Dipaola, 2013; Burns & Dipaola, 2009; Dipaola & Hoy, 2005a; Dipaola & Hoy, 2005b; Dipaola & Tschannen-Moran, 2001). Further to this, Burns and Dipaola (2013) examined the teacher perception of justice towards OCB. It is also predicted that trust is mediating the relationship between OJ and OCB. In Jackson's (2009) study and Cooper's (2010) study, they have tested and confirmed the relationship between CE and OCB. Besides, TSE is found to be significantly related to OCB (Dussault, 2006; Somech & Drach-Zahavy, 2000).

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CHAPTER 3

RESEARCH METHODOLOGY

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3.0 Introduction

The purpose of the study is to analyse the relationships between exogenous variables: OJ, Trust, TSE and CE and endogenous variable: OCB on teachers in Perak. Thus, designing a good research methodology is essential for the success of achieving the research objective. In order to obtain a reliable result for the research study, the researcher is required to collect the sample data in a careful manner. This chapter begins with research design which will discuss about the types of research to be used such as the adoption of quantitative or qualitative study, deductive or inductive reasoning approach, applied or basic business research, longitudinal or cross-sectional study, and exploratory, causal or descriptive research study.

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Next, sampling design is discussed and its sub-topic comprises of location of the study, target population, sampling frame, sampling element, sample size, sampling techniques and sampling procedure. The following sub-topic will be data collection. Then, it is followed by research instrument which consists of construct measurement, scale measurement and questionnaire design. The last sub-topic is data analysis that will introduce the kinds of analyses which are appropriate to be included into the data analysis and explain on how and why to use statistical techniques in order to examine the proposed research hypotheses.

3.1 Research Design

The research design is a critical process by transforming research questions into research projects through providing necessary methods and procedures that is important to collect and analyse the required information in order to achieve the research objective successfully (Zikmund, Babin, Carr & Griffin, 2013). This study is used to address the research problem raised in the chapter one. Several theories are adopted and applied in the present study such as OCB, OJ, trust, TSE and CE. Additionally, the mentioned theories are applied specifically in government teachers who are teaching in Malaysia secondary school. Hence, it can be concluded that applied research is employed in the sake of achieving the research objective.

In view of this study, a deductive theory or reasoning is applied in this study. A deductive reasoning is depicted as “an argument whose conclusion necessarily follows from the truth of the premises” (Kumar, Talib & Ramayah, 2012, p. 16). The

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current research study is initialized with research problem, research question and research objective. Based on the research objective, the conceptual framework is formulated and proposed via a thorough discussion of past conceptual and empirical study's findings. A list of relevant hypotheses is developed according to the research objective and conceptual framework. This is followed by a proper data collection in order to generate results and findings. These prominent findings are used to confirm or reject the proposed hypotheses. Subsequently, this will be able to satisfy all the research objectives and solve the research problem.

A quantitative research is adopted as the purpose of the research is "to construct the statistical model in an attempted to explain what is observed" (Kumar, Talib & Ramayah, 2012, pg. 18; Hair, Celsi, Money & Page, 2011). The data samples are collected via several data collection techniques such as self-administered questionnaire, online survey and mail survey. All the numerical data could be analysed by various statistical analyses to test specific hypotheses. In other words, this statistical result would be able to examine the proposed relationships between independent variables and dependent variable in a statistical way.

In accordance with the research objective, the causal research design and descriptive research design are the most appropriate to be introduced in the present research study. For descriptive research design, the cross sectional study is employed. A group of qualified respondents are selected to participate in the survey. The survey is comprised of the questions or items measuring all the variables such as OCB, OJ, trust, TSE and CE. The selected respondents are asked to fill up the survey to test on

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their true perception of independent variables towards the willingness of practicing citizenship like behaviour in their school workplace.

For causal research design, this research is mainly examining the cause and effect relationship among the variables. For an example, one of the research objectives is to test the relationship between CE and OCB among secondary school teachers in Malaysia context. It is to test whether the independent variable: CE will significantly influence on OCB in Malaysia education context.

Based on the nature of the study itself, a cross-sectional study is introduced in this study. It can be defined as "a type of study which is collected just once to enable the researcher to answer the research questions" (Kumar, Talib & Ramayah, 2012, pg. 60; Hair, Black, Babin & Anderson, 2010). Since the questionnaire is not specifically required to indicate the name, personal identification card number and other sensitive information that most of respondents are reluctant to disclose to researchers, it is therefore difficult to use longitudinal study. The longitudinal study is appropriate to those studies with the purpose of examining the changes of behaviour or the effects between before and after adoption certain things. In the present study, the respondents are assessed at one point in time about their perceptions of OJ, trust, TSE, CE and OCB towards school management and principal.

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3.2 Sampling Design

3.2.1 Location of the Study

The management structure of Malaysian education is comprised of four distinct hierarchical levels that rank from the highest: Ministry of Education, followed by the State Education Departments, the District Education Offices and lastly the schools. All levels of education management structure are governed and controlled by Federal level of educational administration which is the Ministry of Education (The development of education, 2004). The education policies, objectives as well as the administration of the education system are applied throughout the entire Malaysia (The development of education, 2004). By choosing Perak as a study location, it will not provide further bias as the policies, objectives and administration system are consistently adopted in all schools in each respective State Education Departments.

3.2.2 Target Population

The target population for current study is 17,997 government teachers teaching in secondary schools in Perak, Malaysia. The justification of choosing government teachers of secondary schools instead of primary schools and pre-schools is that teachers are facing more challenges duties and responsibilities where they are required to ensure that students are ready for various national examinations in different level of secondary level education such as *Pentaksiran Tingkatan Tiga* (PT3)

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for Form 3 students, *Sijil Pelajaran Malaysia* (SPM) for Form 5 students and *Sijil Tinggi Persekolahan Malaysia* (STPM) for Form 6 students.

Besides, the student achievement is below the international and OECD average (Malaysia Education Blueprint 2015-2025, 2015). According to OECD (see Table 3:1), the PISA 2009+ and 2012+ results are shown not favorably (Malaysia Education Blueprint 2015-2025, 2015). Thus, the target population of present research study is secondary school teachers in Perak, Malaysia.

Table 3.1

The Programme for International Student Assessment in 2009 and 2012 for Malaysia

Years	**2009+**	**2012+**
Number of OECD Members Countries	36	34
Number of Partner Countries	37	31
Mathematics	57th	52nd
Science	53rd	53rd
Reading	55th	59th

Note. Malaysia education blueprint 2015-2025 Report. (2015). Malaysia.

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3.2.3 Sampling Frame

Due to the Personal Data Protection Act (PDPA) 2010, it is difficult and unethical to obtain the full list of teachers' personal detail in Perak. Instead of acquiring the list of qualified government teachers from secondary school, it is possible to obtain the list of school name with address, phone number, types of school, district and school code via Ministry of Education website.

3.2.4 Sampling Element

The sampling element for the present study is individual teacher who is teaching in any governmental secondary school in Malaysia. There are several criteria to be determined as qualified respondents. Firstly, the teachers are employed and contracted under the government or Ministry of Education. Secondly, the teachers must not be student teachers or practicing teachers who are undergoing the internship in a particular secondary school. Thirdly, the qualified teacher is an ordinary member of the school or without holding any management position in that particular school. The reason is some of the instruments are used to assess and measure teachers' perception towards their management such as trust level and justice.

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3.2.5 Sample Size

The significance level and statistical power have to be determined properly in order to calculate an accurate sample size to obtain valid result and make a strong conclusion (McCrum-Gardner, 2010; Prajapati, Dunne & Armstrong, 2010; Cunningham & McCrum-Gardner, 2007). The significance level of 0.05 is used as it is often applied in social science research (Bhattacherjee, 2012). For statistical power, the level of 0.80 or 80% is adopted for the study (McCrum-Gardner, 2010)

On the basis of result generalizability, a larger sample should be determined for the present study in order to reduce the margin of error and increase accuracy of the result (Rumsey, 2011). Israel (2013; 1992) added that the determination of sample size can be determined by referring to well published table which is Krejcie and Morgan (1970) sample size table. Based on Krejcie and Morgan (1970), the sample size should be set to 377 at the level of 20,000 (see Appendix C).

Due to the possibility of non-sampling error, the collection of the sample is suggested to be increased to 420 samples. The non-sampling error is normally caused by human error such as nonresponse of certain questions and misreporting of answers by respondents intentionally or response errors. Bartlett, Kotrlik and Higgins (2001) also argued that the sample size should be at least 10 times larger than the number of independent variables. In this case, the number of independent variables: OJ, trust, TSE, CE and one mediator named as trust. In view of this, the ratio is calculated as 1:105. Therefore, the sample size is deemed to be sufficient and adequate to represent the entire population.

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3.2.6 Sampling Techniques

Since the full list of school detail is possible to be obtained, a probability sampling technique will be chosen to select qualified respondents to participate in this study. There will be two stages in the selection process with the adoption of several probability sampling techniques: stratified sampling technique and random sampling technique. It is entailed that the sampling design in this study is a multi-stage of sampling selection.

As at 31st December 2014, the total number of secondary school owned by Malaysian Government is 246 schools. Table 3.2 indicates the number of secondary schools situated in different districts in Perak, Malaysia. One hundred and eighteen secondary schools are situated in urban area and the remaining of 127 secondary schools are located in rural area (Ministry of Education, 2015). The State of Perak is divided into nine main administrative districts named as *Kinta Utara* and *Kinta Selatan*, *Larut Matang* and *Selama, Manjung, Hilir Perak, Kerian, Batang Padang, Kuala Kangsar, Perak Tengah* and *Hulu Perak* (Administrative division of countries, 2015) (see Appendix D).

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Table 3.2

The number of Secondary Schools and Average Grade Achievement for SPM regards to districts in Perak.

No.	District	Number of Schools
1	*Kinta Utara*	67
2	*Larut, Matang and Selama*	35
3	*Manjung*	21
4	*Hilir Perak*	24
5	*Batang Padang*	24
6	*Kerian*	22
7	*Kuala Kangsar*	23
8	*Perak Tengah*	16
9	*Hulu Perak*	14

Note. Senarai sekolah menengah negeri Perak data seperti pada 31 Disember 2014, (2015), retrieved on 16th April 2015 from http://emisportal.moe.gov.my/.

A proportionate stratified sampling technique is used to determine the number of schools to be selected for each district in Perak. In the initial stage, the size of each district is calculated in accordance to the number of schools in each district to the total number of schools in Perak which can be viewed at Table 3.3. The total number of schools selected to be included in this study is 30 secondary schools. The calculation of the number of school selected from each district can be viewed in table 3.4. The number of schools is chosen randomly from each district which is based on the adoption of random sampling technique.

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Table 3.3

The number samples drawn from each district in Perak

No.	District	Number of Schools	Size of District (%)
1	*Kinta*	67	67 / 246[a] X 100% = 27.24%
2	*Larut, Matang and Selama*	35	35 / 246[a] X 100% = 14.23%
3	*Manjung*	21	21 / 246[a] X 100% = 8.54%
4	*Hilir Perak*	24	24 / 246[a] X 100% = 9.76%
5	*Batang Padang*	24	24 / 246[a] X 100% = 9.76%
6	*Kerian*	22	22 / 246[a] X 100% = 8.94%
7	*Kuala Kangsar*	23	23 / 246[a] X 100% = 9.35%
8	*Perak Tengah*	16	16 / 246[a] X 100% = 6.50%
9	*Hulu Perak*	14	14 / 246[a] X 100% = 5.69%
	Total:	**246[a]**	**100%**

Note. a = Total number of Secondary Schools in Perak

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Table 3.4

Total number of schools selected from each district in Perak

No.	District	Number of Selected School
1	*Kinta*	27.24% / 100% X 46[a] = 13
2	*Larut, Matang and Selama*	14.23% / 100% X 35[a] = 5
3	*Manjung*	8.54% / 100% X 21[a] = 2
4	*Hilir Perak*	9.76% / 100% X 24[a] = 2
5	*Batang Padang*	9.76% / 100% X 24[a] = 2
6	*Kerian*	8.94% / 100% X 22[a] = 2
7	*Kuala Kangsar*	9.35% / 100% X 23[a] = 2
8	*Perak Tengah*	6.50% / 100% X 16[a] = 1
9	*Hulu Perak*	5.69% / 100% X 14[a] = 1
	Total:	**30**

Note. a = Total number of Secondary Schools from each district

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Since, the total sample size is 420 samples, the number of samples to be selected from each selected school is 14 samples. The calculation can be viewed in table 3.5. In accordance with the samples for each school, the largest sample size is drawn from Kinta district as it possesses the highest number of secondary schools and educating largest number of students as well as highest number of teachers serving secondary school in Kinta district.

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Table 3.5

Total number of samples selected from each district in Perak

No.	District	Number of Selected Schools	Sub-Total Samples
1	*Kinta*	13	13 Schools X 14[a] = 182 Samples
2	*Larut, Matang and Selama*	5	5 Schools X 14[a] = 70 Samples
3	*Manjung*	2	2 Schools X 14[a] = 28 Samples
4	*Hilir Perak*	2	2 Schools X 14[a] = 28 Samples
5	*Batang Padang*	2	2 Schools X 14[a] = 28 Samples
6	*Kerian*	2	2 Schools X 14[a] = 28 Samples
7	*Kuala Kangsar*	2	2 Schools X 14[a] = 28 Samples
8	*Perak Tengah*	1	1 School X 14[a] = 14 Samples
9	*Hulu Perak*	1	1 School X 14[a] = 14 Samples
	Total:	**20**	**420 Samples**

Note: a = Total samples selected from each secondary school

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In essence, the Malaysian school is divided into two sessions: morning session and afternoon session. The disproportionate stratified sampling technique is employed. The sample size for each school is divided equally for morning session (n = 7) and afternoon session (n = 7). Once again, a random sampling technique is utilised to select samples randomly from each session in each school.

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3.3 Data Collection Methods

Fundamentally, there are two major categories of data which are primary and secondary data. Both types of data are employed in this study in order to examine the proposed hypotheses, answer the research questions and fulfill research objectives.

3.3.1 Primary Data

Since a quantitative study is adopted, the primary data collection method is introduced which the data is collected first hand from qualified respondents or teachers teaching in secondary school that is owned by Malaysian Government. Primary source of data is important to address the research hypotheses and research objectives as the nature of the study is to obtain the perceptions of teachers towards principals, clients and colleague in school workplace. The collection of first-hand data from relevant respondents in this research is to generate information that can be used to solve the research problem. By converting the raw data into meaningful information, it would be able to examine the proposed relationships between independent variables (OJ, trust, TSE and CE) and dependent variable (OCB). In the light of this study, it also encapsulates the testing of mediator effect of trust on the relationship between OJ and OCB.

A survey method is used to collect samples from the targeted population of current study. It could be conducted through distribution of questionnaire or survey personally, but not via mail and internet. This is due to the issue of sampling frame

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availability. However, there are several disadvantages that should be acknowledged and avoided. Firstly, the response rate is low; especially for distributing survey through internet and mail. Therefore, the mail and online methods of distribution are not encouraged to be used to collect samples. In order to minimize this problem, an advance notification about the forthcoming survey should be given to potential respondents. Additionally, the importance and objective of the survey should be well informed to all respondents. Thus, this will further improve the response rate of the survey. Secondly, the tendency of being answered by unqualified respondents is higher. Several filter questions should be included into the questionnaire. Therefore, it is easy to identify and filter out those samples of survey filled by unqualified respondent.

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3.3.2 Secondary Data

Other than using primary data as one of the ways to collect data, the secondary data is also employed to collect the information that is required in the present study. Journal articles, conference proceeding, unpublished thesis or dissertation, reports and research text books are used for arguments and justification of the research objectives, hypotheses, development of conceptual framework and research methodology. It is also useful as secondary data is able to provide supporting justification to the primary data and result. Hence, a meaningful conclusion can be drawn and fulfill all the relevant research objectives by answering the research questions.

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3.4 Research Instruments

Self-administered questionnaire is used for this study. It is a set of structure questions that is used to collect perceptions of respondents towards all construct such as OCB, OJ, trust, TSE and CE in school workplace. Two important elements in designing a good questionnaire are construct measurement and scale measurement. By selecting a correct measurement for all construct, it would produce a better and accurate result that is able to achieve all the research objectives by making a strong and valid conclusion on targeting population and resolve the research problem.

3.4.1 Construct Measurement

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The construct measurement is adopted from established measurement instrument (see Table 3.6). However, all the adopted constructs are strongly advised to undergo a thorough and comprehensive validation process such as convergent and discriminant validity (Nielson, 2014; Boyd, Gove & Hitt, 2005). Before validating the construct measurement items, it is also important to choose a clear conceptual definition and make sure the indicators are able to fit into the construct domain (MacKenzie, Podsakoff & Podsakoff, 2011). It is essential to select a correct measurement and match accordingly to the level of theory in this present study. Nielson (2014) highlighted a precious point to research scholars that it is extremely dangerous to adopt a previous study measurement without assessing the validity of the construct measurement which will further lead to poor match between theory and measurement. The original construct measurement items can be reviewed at Appendix E.

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Table 3.6

Construct Measurement with regards to Variables

Construct	Variable Role	Number of Items	Sources
OCB	Dependent Variable	15	Dipaola and Tschannen-Moran (2001)
OJ	Independent Variable		Colquitt et al. (2001)
PJ		7	Thibaut and Walker (1975) Leventhal (1980)
DJ		4	Leventhal (1976)
IJ			
IPJ		4	Bies and Moag (1986)
IMJ		5	Bies and Moag (1986) Shapiro, Buttner and Barry (1994)
Trust	Independent Variable		
TCO	and	8	Hoy and Tschannen-Moran (2003)
TPR	Mediator Variable	8	Hoy and Tschannen-Moran (2003)
TCL		10	Hoy and Tschannen-Moran (2003)
TSE	Independent Variable		Gibson and Dembo (1984)
PTE		9	
GTE		7	
CE	Independent Variable	12	Goddard (2002) Goddard et al. (2000)

Note. Trust in Colleagues = TCO, Trust in Principals = TPR, Trust in Clients = TCL, Informational Justice = IMJ, Interpersonal Justice = IPJ, Personal Teaching Efficacy = PTE, General Teaching Efficacy = GTE

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3.4.1.1 OCB Measurement

The confusion of the dimensionality of organizational citizenship behaviour is alarming in the past decades (Bachrach, Bendoly & Podsakoff, 2001). Since the early of 1980s until 2000s, there were more than 10 studies that have been developed and proposed their own citizenship like behaviour conceptually and empirically (Coleman & Boorman, 2000; Borman & Motowidlo, 1997; George & Jones, 1997; Van Scotter & Motowidlo, 1996; Moorman & Blakely, 1995; Van Dyne, Graham & Dienesch, 1994; Becker & Vance, 1993; Borman & Motowidlo, 1993; George & Brief, 1992; William & Anderson, 1991; Bateman & Organ, 1983; Smith, Organ & Near, 1983). However, it is still debatable until today (Dipaola & Tschannen-Moran, 2001). Research scholars viewed OCB measurements and constructs as context specific which resulted in the production of a series of citizenship like behaviour. Dipaola and his colleague argued that OCB is a single bipolar construct in education context.

Dipaola and Tschannen-Moran (2001) has conducted a comprehensive study on OCB dimensionality. In Dipaola's study, the 16 items measurement by Smith, Organ and Near (1983) is encapsulated into the study. There are three in-depth studies on OCB 16 items instrument. The first round of study is the matching between interpretations of panels on items with the 16 items instrument. After that, they have nominated another three panels with each consisting of 12 school educators. They were asked to judge the items' appropriateness based on their professional view. Lastly, the 16 items measurement was field-tested in 18 public schools. Unfortunately, the result of this field-test has indicated that two items are needed to be reworded, five items are needed to be removed from the item list and four new items are constructed

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and added into item list. Hence, a new version of measurement instrument which comprised of 15 items is constructed. The measurement scale is also known as OCB in school scale. This scale is adopted with five point likert scale from one described as never, two as rarely occur, three as sometimes occur, four as often occur and five as always occur. The 15 items OCB items measurement reflect the most salient five dimensions of OCB proposed by Organ (1988): altruism, conscientiousness, sportsmanship, courtesy and civic virtue.

3.4.1.2 OJ Measurement

Colquitt, Conlon, Wesson, Porter and Ng (2001) has constructed OJ measurement scales based on several studies measurement scale. Basically, the OJ construct is constituted of three dimensions: PJ, DJ and IJ (Colquitt et al., 2001; Greenberg, 1993). For IJ, it is the combination of interpersonal justice and informational justice. Each dimension is originally developed by different study. The composition of the scale measurement for PJ are two items from Thibaut and Walker (1975) and five items from Leventhal (1980). For DJ, it is measured by four items created by Leventhal (1976). Lastly, four items under interpersonal justice are originally built by Bies and Moag (1986) and two items from Bies and Moag (1986) and three items from Shapiro et al. (1994) for informational justice. All items are using five point likert scale ranged from one as strongly disagree to five as strongly agree.

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3.4.1.3 Trust Measurement

The Omnibus T-Scale was developed by Hoy and Tschannen-Moran (2003). This trust scale instrument is measured with 26 items: eight items for TCO, eight items for TPR and ten items for TCL with utilization of five-point likert scale measurement ranging from strongly disagree refer as one to strongly agree refer as five. All the five facets of trust: benevolence, honesty, reliability, competence and openness are well incorporated into three referent groups' of trust: TPR, TCO and TCL (Tschannen-Moran, 2004; Hoy & Tschannen-Moran, 2003).

3.4.1.4 TSE Measurement

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TSE measurement instrument is created by Gibson and Dembo (1984). A total of 16 items measure the construct which can be further divided into personal teaching efficacy with nine items and general teaching efficacy with another seven items using five point likert scale ranging from one representing strongly disagree to five representing strongly agree. Personal teaching efficacy is depicted that an individual teacher who believes in him or her has sufficient skills and abilities to improve student learning outcomes, whereas, the general teaching efficacy is any of the teacher's belief in him or her has adequate skills and abilities to influence students learning outcome, but this is restricted by external factors that are beyond teachers control such as home environment, parental influences and family background (Gibson & Dembo, 1984).

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3.4.1.5 CE Measurement

The original version of Collective Teacher Efficacy Scale (CTES) consists of 21 items by Goddard, Hoy and Hoy (2000). However, there is also another shorter version which only comprises of 12 items instrument with five point likert scale: one representing strongly disagree, two for disagree, three for neither disagree nor agree, four for agree and five for strongly agree (Goddard, 2002). The construct is sorted into four categories, namely negative group competence, positive group competence, negative task analysis and positive task analysis (Goddard & Skrla, 2006; Goddard, Hoy & Hoy, 2004; Goddard, 2002; Goddard, et al., 2000).

The positive group competence is referred as the teachers who are well prepared to provide teaching lesson to their students while the negative group competence is teachers who do not have adequate skills to teach student in order to produce meaningful student learning. For task analysis, if there is plenty of "opportunities in this community help ensure that these students will learn" (Goddard, 2002, p. 100), it can be called as positive task analysis. However, if there is a lack of useful instructional materials and supplies to teachers, it will make the teaching activities difficult and challenging (Goddard, 2002).

3.4.2 Scale Measurement

The four basic measurements of scale are inculcated in designing the questionnaire for the present research study (see Appendix F). The four basic scale measurements are

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nominal, ordinal, interval and ratio scales. These four basic scale measurements can be ranked from lowest level of measurement named nominal scale to the highest level called ratio scale (Kumar, Talib & Ramayah, 2012). In the questionnaire, Section A and G, the nominal scale is used to measure questions such as gender, race, marital status, current position held, type of school and hometown. Ordinal scale is utilized to measure respondents' education qualification and level of teaching; whereas, the ratio scale is employed to measure age, number of children and teaching experience of teachers.

The largest portion of the questionnaires covered from section B to Section F are adopted interval scales which range from one representing strongly disagree, two for disagree, three indicating neither disagree nor agree, four representing agree and five for strongly agree for independent variables and mediator variable. Conversely, the OCB is using different five point likert-type scale response anchors with one as never, two as rarely, three as sometimes, four as often and five as always. John (2010) and Taylor-Powell (2008) stated that five points Likert scale is the most commonly used measurement scales.

Dawes (2008) also added that five-point likert scale is a reasonable scale which can be readily converted or recoded to seven-point likert scale. This five-point likert scale is found to be able to produce more instances of higher mean scores as compared to seven point and ten point scales (Dawes, 2008). The research findings of Dawes (2008) indicated that all the three scale formats: five, seven and ten point likert scales are desirable formats and are able obtain data for confirmatory factor analysis or structural equation models.

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3.5 Pre-Test

A pre-test is deployed to ensure that the questionnaire or measurement instruments are free from grammatical error, items relevancy, at understandable and comfortable level. At the initial stage, a set of questionnaire for the purpose of conducting pre-test is created with a unique design. The knowledgeable researchers will provide comments on the layout and design of questionnaire, stated instructions in the questionnaire, clarity of questions and appropriateness of term usage. Likewise, to teachers, they are asked to provide their view on the relevancy of the questions or items regarding the specific construct, appropriateness of term usage in education context, understandability of items, sequences of the questions in each construct, consideration of any items that are needed to be deleted, added and modified, appropriateness and clarity of instructions given and to ensure that the questions are able to convey the same meaning to different respondents.

The name's and personal details of academician and teacher is to remain anonymous in order to protect their reputation. This is also due to the enforcement of PDPA 2010. Thereafter, a set of questionnaire together with a piece of consent form (Appendix G) is distributed to academicians and teachers. This consent form is employed to obtain the permission of academician to take part in pre-test. The volunteers are given one-week time to provide their feedback on the questionnaire. There are several important feedbacks which need to be acknowledged such as inappropriateness of word usage, ambiguity instruction given and some statements are not clear and not relevant to school context in Malaysia. The final revised version of questionnaire can be view at Appendix H.

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3.6 Pilot Study

A pilot study is conducted to ensure the questionnaire validity and reliability. Therefore, there is a series of analyses which are used to test validity and reliability of each construct.

3.6.1 Construct Validity

Construct validity can be divided into convergent and discriminant validity. Convergent validity is a test conducted to assess the degree to which two measures of constructs that are theoretically related, are in fact related. There are three approaches to test the convergent validity of the construct measurement items such as factor loadings, average variance extracted (AVE) and reliability of each construct (Fornell & Larcker, 1981). All items factor loading score is larger than 0.5 values. Hence, it can be considered that the items are adequately measure the respective construct such as OCB, OJ, trust, TSE and CE.

Next, the AVE from each construct should be at least 0.5. Thus, the convergent validity of the construct is not questionable as the variance is mainly due to the construct instead of measurement error. In the current pilot study analyses, the AVE for all constructs is more than 0.5 values. Lastly, the Cronbach's alpha score of each construct is showing a favorable value which is more than 0.8 (see Appendix I).

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Contradictory to the convergent validity, discriminant validity is used to assess whether the items used to measure one construct are different from the items used to measure other constructs. In this case, the AVE score of a construct should be larger than the squared correlations between the construct and all other constructs (Chin, 2010). Table 3.7 shows that the correlation scores between the items of two different constructs were lower than the square root of the AVE scores shared by all items within a construct. It is also indicated that the loadings of an indicator on its respective construct is higher than its loadings on all other constructs. Based on the convergent validity and discriminant validity results, the construct validity of this study thereby scored satisfactory.

Table 3.7

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Discriminant validity for Pilot Study Samples

	OCB	OJ	Trust	TSE	CTE
OCB	**.832**				
OJ	.507	**.871**			
Trust	.649	.602	**.851**		
TSE	.235	.385	.167	**.820**	
CTE	.600	.588	.692	.353	**.896**

Note. Diagonals represent the square root of the average variance extracted (AVE) while the other entries represent the correlations.

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3.6.2 Construct Reliability

The result of the study's reliability analysis can be tested based on internal consistency reliability which is reflected by cronbach's alpha test and composite reliability test. The composite reliability score will reflect the overall reliability of items used to measure a construct. On the other hand, Cronbach's alpha is useful to measure the reliability of each item of a construct. These two scores can be referred in Appendix I. The both types of test scores for each construct is more than 0.8 which is more than the minimum requirement of 0.7 (Fornell & Larcker, 1981) and it is more desirable as mentioned in Nunnally (1978) study.

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3.7 Data Analysis

3.7.1 Statistical Techniques

In the past decade, there is a considerably debate received from various scholars about the adoption decision of analysis between covariance-based structural equation modeling (CB-SEM) and partial least square structural equation modeling (PLS–SEM) (Wan Afthanorhan, 2013; Wong, 2013; Monecke & Leisch, 2012; Ringle, Wende & Will, 2005). The PLS–SEM is adopted to conduct an extensive analysis. The PLS–SEM is a second generation technique that is originally developed and implemented by Wold (1966, 1982, 1985) and Lohmoller (1989). At first, they applied the PLS-SEM into the area of strategic management. Later and recently, several scholars have applied PLS-SEM into marketing and accounting areas of research (Hair, Sarstedt,

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Ringle & Mena, 2012; Henseler, Ringle & Sinkovics, 2009; Lee, Petter, Fayard & Robinson, 2011). The mentioned software comes with a friendly user interface and is downloadable freely from the web (Wong, 2013). The PLS–SEM will be provided with advanced reporting features such as PLS-Graph, VisualPLS and WarpPLS.

3.7.2 Reasons of Not Utilising First Generation Technique

The main reason of not using the first generation technique is its failure to test confirmatory factor analysis such as simple linear regression, multiple linear regression, logistic regression and analysis of variance (Hair, Hult, Ringle & Sarstedt, 2014). The second generation technique, PLS – SEM is capable to run both confirmatory and exploratory factor analyses which fulfill the requirement of present research objective (Lowry & Gaskin, 2014; Chin, 1998). The theoretical contribution perspective in present research study is emphasized more on theory testing instead of theory building. This is mentioned in theoretical contribution part which Colquitt and Zapata-Phelan (2007) indicate that theory testing is a form of theoretical contribution. There are five levels of theoretical contribution in theory testing form: ground prediction with logical speculation, with references to past findings, with existing conceptual arguments, with existing models, diagrams or figures and with existing theory (Colquitt & Zapata-Phelan, 2007). In the existing study, it has evaluated and confirmed that the level of contribution is falling under the first four levels of theory testing.

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3.7.3 Reasons of Not Utilising Covariance-Based Structural Equation Modeling

In the Ringle, Sarstedt and Straub (2012), they have conducted a rigorous evaluation on PLS – SEM in MIS Quarterly journal publisher. A total of 65 studies with the adoption of PLS – SEM technique is selected and evaluated by Ringle and his colleague. Although there are several criticisms highlighted such as the sample size and single-item construct, the evaluation results of 65 studies show satisfactory in terms of reflective measurement model construct reliability and validity (Ringle, et al., 2012).

Covariance-based structural equation modeling requires stricter and comprehensive criterion to be fulfilled as compared to PLS-SEM. The assumptions like normal distribution, sample size and model fitness are important to satisfy prior to test the significance of relationships in order to verify the proposed hypotheses (Hair, Ringle & Sarstedt, 2011; Hwang, Malhotra, Kim, Tomiuk & Hong, 2010). It is also to ensure of choosing appropriate variables or construct that is included into a structural equation model (Hair, et al., 2011; Reinartz, Haenlein & Henseler, 2009).

Wong (2013) argued that it is difficult and challenging for research scholars and practitioners to fulfill certain assumption, especially the normal distribution of data set. Hence, it is a wise decision to adopt the PLS-SEM technique. Addition to this, there is a study which found that PLS-SEM is better in generating the factor loadings value and Average Variance Extracted (AVE) than CB-SEM by using the same set of data (Wan Afthanorhan, 2013). This is also supported by Hair, Ringle and

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Sarstedt (2011) which claimed that PLS-SEM is able to offer features and advantages that will benefit researchers as compared to CB-SEM.

3.7.4 Reasons of Utilising Partial Least Square Structural Equation Modeling

Firstly, PLS-SEM is able to test complex model which consists of large number of constructs (Ringle, Sarstedt & Straub, 2012; Hair, Sarstedt, Hopkins & Kuppelwieser, 2014). Addtionally, it is also suitable for confirmatory factor analysis as mentioned by Dijkstra and Henseler (2015a; 2015b). In this study, there are four exogenous constructs namely OJ, trust, TSE, CE and one mediator: trust and one endogenous construct which is OCB.

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Next, it is able to test higher-order constructs such as third or fourth order constructs (Marcouliders, Chin & Saunders, 2009). To link it back to present research study, OJ is comprised of three order constructs. The construct of OJ is measured by three dimensions of justices known as procedural, distributive and IJs. For IJ dimension, the dimension is further measured by another two sub-dimensions: informational and interpersonal justices. This complex construct validity can be tested by using PLS-SEM.

Thirdly, PLS-SEM is capable to handle model that consists of large number of indicators (Lowry & Gaskin, 2014; Hair, Ringle & Sarstedt, 2012). In present study, there are total of 89 indicators which comprise of 16 indicators from TSE, 12 indicators for CE, 20 indicators measuring OJ, 26 indicators for trust and 15

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indicators from OCB. Hence, PLS-SEM is far better in terms of capability to test complex model for the present research study as compared to CB-SEM and first generation techniques.

3.7.5 Process of Testing the Model by Using PLS-SEM

Basically, there are four major steps that are important to obtain PLS-SEM output. The steps can be referred to the proposed steps of Lowry and Gaskin (2014) and Wong (2013). Eventually, these PLS-SEM outputs will be able to answer all proposed hypotheses in order to fulfill the research objectives of the present study. Prior to conducting structural path analysis and mediation analysis, the descriptive analysis should be carried out properly. It is to transform the raw data into a more organized form that will make it simple to understand and interpret for existing research study such as frequency distributions, percentage distributions, standard deviations, measures of central tendency, minimum and maximum value (Zikmund, Babin, Carr & Griffin, 2013). For measures of central tendency, there are three components which are mean, median and mode. Various charts are used to describe respondents profile such as bar chart, pie chart and histogram. In this study, Statistical Package of the Social Science (SPSS) is adopted to run the descriptive analysis.

Step 1: Model Specification

In the initial stage of estimating the partial least squares regression by using SmartPLS software, the specification and differentiation of indicators are formative

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and reflective as the tests to establish the factorial validity are not the same (Lowry & Gaskin, 2014; Peter, Straub & Rai, 2007). In this case, there is no formative construct indicator. All of the indicators are reflective to specific construct such as OJ, T, TSE, CE and OCB.

Step 2: Common Assumptions

It is important to conduct a comprehensive validation analysis, reliability and normality of the data. As mentioned by Nielson (2014), it is recommended to assess the validity of the construct measurement in order to ensure a good match between theory and measurement. Reliability is also essential to ensure the instrument items are stable and consistent to the concepts (Kumar, Talib & Ramayah, 2012). Although, PLS-SEM is employed to test the conceptual model including the path analyses and mediation analysis, the normality of data is also decided to be fulfilled by using several techniques such as kurtosis and skewness.

Step 2.1: Assess the Construct Validity of Reflective Constructs

A confirmatory factor analysis is carried out to ensure the validity of all the involved constructs. Two common validity that are required for the reflective constructs are convergent validity and discriminant validity. The measurement of each construct is recommended to go through a validation process to ensure the measurement items of each construct can be used and applicable to Malaysian Education context (Nielson, 2014). Westen and Rosenthal (2003) pointed out that with a larger sample size, it will be able to improve the construct validity of each construct.

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Prior to construct validity, the common method variances which are required to examine when data of the study is collected by using self-reported questionnaire. Both the predictor and criterion variables are obtained from the same respondent (Podsakoff, MacKenzie, Lee & Podsakoff, 2003) or data are from single source (Armstrong & Overton, 1977). In order to test the common method variances, it could be done by using Harman's Single Factor test (Podsakoff & Organ, 1986). Alternatively, the common method bias could be also tested based on the principal constructs inter-correlations using correlation matrix (Bogozzi, Yi & Philipps, 1991).

For convergent validity, it is used to confirm all the indicators are reflected to the construct. This can be tested based on each latent variable's AVE which the acceptable threshold is at least 0.5 (Bagozzi & Yi, 1988; Fornell & Larcker, 1981). This is also possible to look at the individual indicators of t-values and alpha value at 0.05 level on the construct. For discriminant validity, "the AVE test is equivalent to saying that the correlation of the construct with its measurement items should be larger than its correlation with the other constructs" (Gefen & Straub, 2005, p. 94).

There are two established techniques that can be employed to test the discriminant validity of the construct. Firstly, it can be looking at the correlations which are the actual loadings of the indicators. The loadings of individual construct measurement items should be larger than any other construct indicators loadings. Secondly, the confirmatory factor analysis can be considered by comparing the square root of AVE to the correlations with other latent variables. In order to ensure discriminant validity of the construct, the diagonal values must be greater than other constructs correlation value in the same row and column.

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Step 2.2: Assess the Construct Reliability of Reflective Constructs

An internal consistency reliability and indicator reliability are important to ensure the items or indicators within a construct are reliable. The minimum acceptable threshold for internal consistency reliability is 0.7. However, Nunnally (1978) suggests to obtain a more desirable value of at least 0.8. Likewise, to composite reliability, the minimum threshold is 0.7 and above which is a similar requirement specified in internal consistency. If the constructs are composite reliable, it can be confirmed that the construct indicators have adequate convergence (Gefen, Straub & Boudreau, 2000). For indicator reliability, it should look at the outer loading of each indicator. The minimum threshold level is 0.4 and preferred level is 0.7 (Rienartz, Haenlein & Henseler., 2009). Those reflective indicators with less than 0.4 outer loadings should be deleted from the reflective construct (Hulland, 1999).

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Step 2.3: Assess the Normality of the Data Set

The normality is a must assumption for many statistical analyses. For skewness, the rule of thumb test is that the skewness value must fall within the range of +1 and -1 in order to consider the data as normally distributed (Garson, 2012; Hair, Babin, Money & Samouel, 2007). Likewise, to Kurtosis test, the threshold range is within -3 to +3 (Garson, 2012). Since, the sample size is more than 200, Kolmogorov-Smirnov D test should be utilized to the normality of the data set. A normal Q-Q plot of data set is also generated for the present study.

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Step 3: Assessment of Structural Path Significance in Bootstrapping and Measurement Model

The bootstrapping technique is applied into PLS-SEM analysis which allows the researcher to generate t-statistics for significance testing of the inner and outer model. The following setting that should be specified for the present research study is the sign change should be turn to "No Sign Changes", number of cases is set to be "500" and the samples for bootstrapping should be at the level of "5000". The path significance is determined based on the alpha value of 0.05 with t-value of 1.96 (one tail test) which is suggested by Kock (2014b). The acceptable R-squared value must be at least of 0.10 as highlighted by Falk and Miller (1992). Thus, the explained variance of exogenous constructs on endogenous construct is deemed adequate. It is also following the Cohen's (1988) guideline which the R-squared are categorized into three levels: small (0.02), medium (0.13) and large (0.26).

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Likewise, to the effect size, it will be measured and reported based on Cohen (1988) standard: small if the effect size is 0.02, 0.15 is considered as medium effect size and 0.35 is said to be large effect size. The effect size could be assessed by looking at f-square value. The effect size would inform the size of effect on the endogenous construct (organizational citizenship behaviour) (Sullivan & Feinn, 2012). Lastly, it is also recommended to test the predictive relevance of the model by using the technique of blindfolding procedure which is available in smartPLS software (Henseler et al., 2009; Tenenhaus, Esposito Vinzi, Chatelin & Lauro, 2005). However, it can only be applicable in those endogenous construct with reflective indicators (Hair, Sarstedt, Hopkins & Kuppelwieser, 2014). The guideline for relative measure

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of predictive relevance is similarly to effect size and R-squared standard: small (0.02), medium (0.15) and large (0.35).

Moreover, the mediation result can be viewed after running the bootstrapping via looking at the indirect effect report. The t-statistic can be obtained by using standard mean to divide the standard error. The threshold is similar to path analysis which is at least 1.96 (one tail test) for t-value and 0.05 for significant value. If the t-statistics of the indirect effect is larger than threshold value 1.96, it can be concluded that trust mediates the relationship between OJ and OCB.

3.8 Conclusion

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In this thesis, a deductive reasoning approach, quantitative study, cross-sectional study, causal with descriptive study and applied research were adopted. The target population was teacher from secondary school who is currently teaching in Perak. The sources that were used to develop the research instrument were adapted from various popular research scholars. All these sources would need to be tested vigorously in order to ensure the present of validity and reliability. This would produce greater precision of result. Eventually, the result could be drawn to answer all the proposed research hypotheses and fulfilled research objectives adequately and sufficiently. A total of 411 samples were collected by using multi-stage sampling technique. The samples collected enable the researcher to proceed to next stage of data analysis which is necessary of assessing measurement model and structural model presented in Chapter Four.

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CHAPTER 4

DATA ANALYSIS, FINDINGS AND DISCUSSION

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4.0 Introduction

The objective of this research study is to analyse the relationship between each exogenous construct: OJ, Trust, TSE as well as CE and the endogenous construct: OCB. In order to achieve the research objectives, the questionnaire has been validated vigorously through pre-test and pilot test. Further to this, the selection of samples were conducted by using multi-stage sampling technique with the combination of stratified sampling technique and random sampling technique. The fieldwork is carried out successfully which managed to collect sufficient samples for data analysis. The PLS-SEM approach will be adopted in order to analyse the data with the help of SmartPLS Software.

For this chapter, it will start with reporting the response rate of existing study including the response rate of each district in Perak. Prior to descriptive analysis, the coding work and process is also layout clearly with plenty of appropriate examples. Descriptive

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analysis is also reported systematically by provide a brief summary on respondent's demographic profile as well as average score for each construct for the purpose of understanding of the valid data collected in this study. This is followed by the model specification by using SmartPLS software. Common method bias is conducted through adopting the Harman's single factor test and inter-construct correlations. The measurement model is examined vigorously by confirming the construct validity, convergent validity, discriminant validity, reliability and normality of data set.

The following stage of analytical procedure for structural equation modeling is the examination of structural model. Prior to structural model, the multivariate assumption is required to be tested: multi-collinearity analysis. This is followed by testing the goodness of fit for the existing structural model such as predictive power R^2, significance of path estimate, effect size of exogenous constructs on each endogenous construct and predictive relevance on each endogenous construct.

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4.1 Data Collection Procedures and Response Rate

Five hundred and sixty questionnaires were distributed to qualified respondents who are teachers from secondary school located in Perak. The survey fieldwork was divided into nine round trips which each survey fieldwork was focused on one district. Before each time of fieldwork visit, permission was obtained for conducting the research survey from respective head of school. However, there are several schools which were reluctant to grant the right of conducting survey. Hence, this has forced

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researcher to randomly re-select another school within the district which permission is granted afterward.

In order to obtain sufficient samples from selected schools in different district of Perak, ten research assistants were recruited to ease and fasten the data collection process. Relevant and important trainings and workshops were provided so as to brief them on the purpose and importance of research survey. If any one of the selected teachers is on long leave, another teacher will be re-select to replace the existing selected teacher. The survey period of current study was approximately two months. A total of 411 usable samples were successfully collected with joint effort of ten research assistants.

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Table 4.1, the total samples collected were 430 sets. Out of 430 samples, there were 19 incomplete samples discarded from data set. Conversely, only 411 samples were completed and usable which yielded 73.39 per cent response rate. The response rate is considered large and adequate enough for data analysis. Sekaran (2010) highlighted that the general acceptable response rate for most social science research is 30%. Although, the total usable samples were dropped to 411 sets, but, it has fulfilled the target sample size (n=400) that determined according to established method from Krejcie and Morgan (1970) in early stage.

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Table 4.1

Response Rate

Districts	No. of Schools	Targeted Samples	No. of Questionnaires Distributed	No. of Questionnaires Returned	Valid Responses	Responses Rate (%)
Kinta	13	182	220	183	180	81.82
Larut, Matang and Selama	5	70	80	70	68	85.00
Manjung	2	28	40	31	26	65.00
Hilir Perak	2	28	40	30	27	67.50
Batang Padang	2	28	40	29	28	70.00
Kerian	2	28	40	30	27	67.50
Kuala Kangsar	2	28	40	28	28	70.00
Perak Tengah	1	14	30	15	13	43.33
Hulu Perak	1	14	30	14	14	46.67
Total	**20**	**420**	**560**	**430**	**411**	**73.39**

4.2 Coding Process

The collected raw data were recoded in number format as shown in Appendix J and K. The coding process was divided into two sections. The first section is for demographic data coding. All answer options were represented by number which can be viewed in Appendix J.

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The next section of coding process is the coding of the variables including dependent, independent and mediating variables. There are three independent variables (OJ, teacher efficacy and CE), one mediator (Trust) and one dependent variable (OCB). All questions were using five point likert scale which using 1 representing never or strongly disagree, 2 for rarely or disagree, 3 refer to sometimes or neutral, 4 for often or agree and 5 representing always or strongly agree. The sample coding for each variable and dimensions are listed in Appendix K.

4.3 Descriptive Analysis

The characteristics of respondents are tabulated in Table 4.2 with the indication of frequency and percentage of each characteristic of respondents. There were total of 411 usable questionnaires that are suitable for data analysis in order to respond to hypotheses and achieve research objectives and answer research questions accordingly. There were several questions clearly stated in last section of questionnaire pertaining to the demographics of respondents were collected from responded participants such as gender, age group, race, education qualification, working experience and marital status. The majority of respondents were female (n=279, 67.88%), whereas the remaining of 32.12 percent were male (n=132). Most of the respondents were fall in the age group of 30-39 years old (n=182, 44.28%). This is followed by age group of 40-49 years old (n=136, 33.09%), below 30 years (n=66, 16.06%) and lastly will be the eldest age group, 50 years and above (n=27, 6.57%). The race characteristic was composed of 202 (49.15%) Malay respondents, 133 (32.36%) Chinese respondents and 76 (18.49%) Indian respondents.

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While, the top three groups of respondents for their highest qualification were Bachelor degree (n=236, 57.42%), Diploma (n=78, 18.98%) and Master degree (n=47, 11.44%). Only a handful of respondents had Advanced Diploma (n=11, 2.68%), Doctorate degree (n=2, 0.49%), STPM qualification (n=21, 5.11%) and SPM qualification (n=16, 3.89%). In term of working experience, 9.25% (n=38) of respondents have not more than 5 years working experience, 21.16% (n=87) of respondents were within 5 to not more than 10 years, 32.12% (n=132) within 10 to not more than 15 years, 21.9% (n=90) in the range of 15 to not more than 20 years, 8.52% (n=35) had been in teaching industry between 20 to not more than 20 years and lastly, 7.05% (n=29) of them had more than 25 years teaching experience in public education sector. Meanwhile, there were mostly married respondents (n=268, 65.21%) and followed by respondents with single status (n=143, 34.79%) participated in the survey.

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Table 4.2

Summary of Respondents' Characteristics

Respondents' Characteristic	**Frequency**	**Percentage (%)**
Gender		
Male	279	67.88
Female	132	32.12
Age Group		
Below 30 Years	66	16.06
30-39 Years	182	44.28
40-49 Years	136	33.09
50 Years and Above	27	6.57
Race		
Malay	202	49.15
Chinese	133	32.36
Indian	76	18.49
Others		

(*continued*)

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Table 4.2 (*continued*)

Respondents' Characteristic	Frequency	Percentage (%)
Working Experience		
Less than 5 Years	38	9.25
5-Not more than 10 Years	87	21.16
10-Not more than 15 Years	132	32.12
15-Not more than 20 Years	90	21.90
20-Not more than 25 Years	35	8.52
25 and More than 25 Years	29	7.05
Marital Status		
Single	268	65.21
Married	143	34.79

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The table 4.3 indicates a basic analysis on the mean score and standard deviation of each latent construct as well as dimensions of latent construct. Based on the table 4.3, it can be concluded that teachers exhibit above scale midpoint of 2.5000 for all items and constructs. The highest mean score is TSE with the value of 3.2636 and standard deviation of 0.53313. This is followed by OCB (Mean=3.2176, SD=0.62575), OJ (Mean=3.1215, SD=0.31760), trust (Mean=3.0509, SD=0.78896) and CE (Mean=2.9845, SD=0.75114). Notably, most of the teachers are willing demonstrate OCB by doing extra job or duty that is significantly contributed to school.

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Other than this, school teachers are agreed that there is sufficient justice within school workplace. By looking at table 4.3, it can be further clarified that among the justice dimensions, it seem that IJ is indicating the highest average score with the value of 3.2491 (SD=0.79918) as compared to PJ (Mean=3.1494, SD=0.81294) and DJ (Mean=2.7856, SD=0.94352). IJ is consists of interpersonal justice (Mean=3.2337, SD=0.79918) and informational justice (Mean=3.2614, SD=0.79368). Nevertheless, there are variations in the responses to different items from different justices' dimensions. This is denoted that majority of teachers agreed to highlight the school principal or appraiser treated their subordinate with courtesy, dignity and respect. Additionally, their principal or appraiser has provided sufficient, reasonable and detail explanation on appraisal procedures to appraise.

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Next, the trust level of teachers towards their school is considered to be high as the average score for trust is indicating 3.0509 (SD=0.78896). Among the dimensions of trust, TCL is revealing the highest average score with the value of 3.1268 (SD=0.76448) and followed by TPR (Mean=3.0649, SD=0.83060) and TCO (Mean=2.9420, SD=0.89771). Based on the mean score for each trust facets, this is connotes that teachers is trusted to their clients, colleagues and principal. For example for TCL, teachers trust their students are competent learners as well as trust student parents are reliable in their commitments and do a good job by guiding their children. Further to this, teachers of the school also trust their principal are integrity and competent in doing his or her job. Most of the time, school principal show concern for their teachers and always keep their teachers up to date from time to time. Lastly, teacher itself also trust their peers in doing their job well without any suspicious.

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Generally, teachers exhibited a high mean score for both dimensions of TSE: personal teaching efficacy (Mean=3.1731, SD=0.58917) and general teaching efficacy (Mean=3.3799, SD=0.59957) respectively. This implies that on average, most of teachers have positive teaching efficacy in carrying their formal duties within school workplace. Teachers believed that they have the ability to teach their students and improve their academic performance by exerting extra effort in designing an appropriate class assignment based on the student capability and provide more effective teaching approaches. They have faith in themselves that they could do more with the children than children parents. For CE, the mean score is above the mid-point score. Hence, this is entails that teachers have confidence in their peers skill which able to motivate and teach the students. They also believed themselves able to deal with disciplinary problems among students as well as get through to the most difficult students.

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Table 4.3

Mean and Standard Deviation of Each Latent Construct

Construct or Dimension	Mean	Median	Standard Deviation
OCB	3.2176	3.2000	.62575
OJ	3.1215	3.1000	.31760
PJ	3.1494	3.1429	.81294
DJ	2.7856	3.0000	.94352
IJ	3.2491	3.3333	.79918
IPJ	3.2337	3.0000	.93341
IMJ	3.2614	3.2000	.79368
Trust	3.0509	3.0509	.78896
TCO	2.9420	3.0000	.89771
TPR	3.0649	3.0000	.83060
TCL	3.1268	3.2000	.76448
TSE	3.2636	3.2500	.53313
PTE	3.1731	3.1111	.58917
GTE	3.3799	3.4286	.59957
CE	2.9845	3.0000	.75114

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4.4 Step 1: Model Specifications

Prior to data analysis, it is important to set-up of the inner and outer models for existing study. Firstly, the raw data is keyed into SPSS software. The keyed in data is needed to export out and save in Comma-Separated Values (CSV) file format. The CSV file is named as OCB.csv. After that, the CSV file which stored with data is imported into PLS software for further analysis.

It is recommended to used Partial least square analysis technique by employed the SmartPLS 3.0 software to test and confirm the research model (Ringle, Wende & Becker, 2015; Henseler, Hubona & Ray, 2016). It is also known as two step approach (Chin, 2010; Kock, 2014a). Basically, there are two forms of model or linear equations: the measurement model or outer model and the structural model or inner model (Hair, Sarstedt, Hopkins & Kupperwieser, 2014). The measurement model is to establish and confirm adequate validity and reliability prior to structural testing, whereas the structural model is examine the possible and logical relationships between latent variable (Chin, 2010; Hair, Ringle & Sarstedt., 2011).

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4.4.1 Building the Inner Model

The inner model is build according to the proposed conceptual framework stated in introduction chapter. This is to ensure the specified statistical model complies with the conceptual framework in order to ensure the research objective and hypotheses of existing study are answerable and achievable (Henseler, Hubona & Ray, 2016).

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Several circles with red color were created and interconnected the variables according to the proposed conceptual framework of the study. Each red color circle is representing each latent construct. Hence, there are five red circles formed as shown in Figure 4.1. The arrows are draw with logical connection between variables. The OJ circle is connected to trust circle and subsequently linked to OCB circle. For TSE and CE, these are also expected and predicted to have influence on OCB.

This inner model is also reflected to general research objective of the study. The general objective is to test the significance of all relationships demonstrated in the conceptual framework. This would be able to examine whether OJ, trust, teacher efficacy and CE would significantly influence on OCB among teachers in Malaysian Secondary School. By developing this model, this is also in line with five specific research objectives that have been highlighted in Chapter One.

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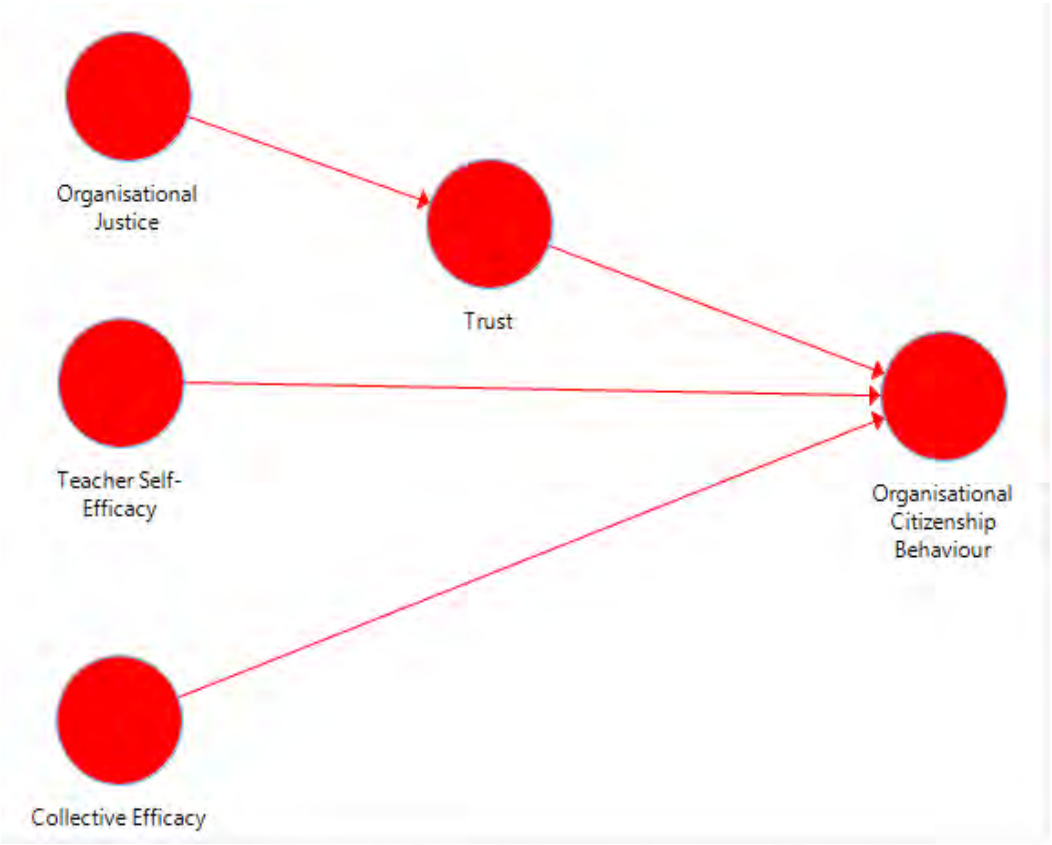


Figure 4.1. Inner Model for OCB Study

Based on the table 4.4, there are several constructs consists of more than one order construct: OJ construct is formed by three justice dimensions named as PJ, distributional justice and IJ. Subsequently, the IJ is also formed by two dimensions: informational justice and interpersonal justice. For trust construct, it is comprised and reflected by three dimensions: TCO, TPR and TCL (Students and Parents). The trust measurement is distinct from the organisational trust as teachers' trust in school is not only referred to boss (Principal) and peer (Colleague), but also affected by another party which is parents and students. Likewise to TSE, it is composed of two dimensions: personal teaching efficacy and general teaching efficacy. It is required to draw the dimensions of each latent construct for the purpose of testifying the

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measurement model by adopting the PLS algorithm procedure. The complete model can be viewed in Figure 4.2.

Ringle, Sarstedt and Straub (2012) highlighted that there are four possible types of second-order construct which are reflective-reflective (Type 1), reflective-formative (Type 2), formative-formative (Type 3) and formative-reflective (Type 4). In essence to the literature discussion in Chapter 2, the type 2 second order construct are applicable to each second order construct. The indicators of OJ are reflective measure. Conversely, the dimensions of justice are reflective to OJ construct. In accordance with the past literature discussion and arguments, OJ is reflected to three dimensions of justice. If there is missing of dimension of justice will not alter the meaning of OJ. Analogously, the indicators of TSE are in reflective measurement as well as the dimensions of self-efficacy are being claimed as reflective to TSE construct. Lastly, the indicators of trust construct are also in reflective form, while, the dimensions of trust towards trust are reflective in nature.

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Table 4.4

First and Second Order Constructs

Construct	First Order Construct/Second Order Construct	
OCB	N/A	N/A
	PJ	N/A
OJ	DJ	N/A
	IJ	IPJ
		IMJ
	TPR	N/A
Trust	TCO	N/A
	TCL	N/A
TSE	PTE	N/A
	GTE	N/A
CE	N/A	N/A

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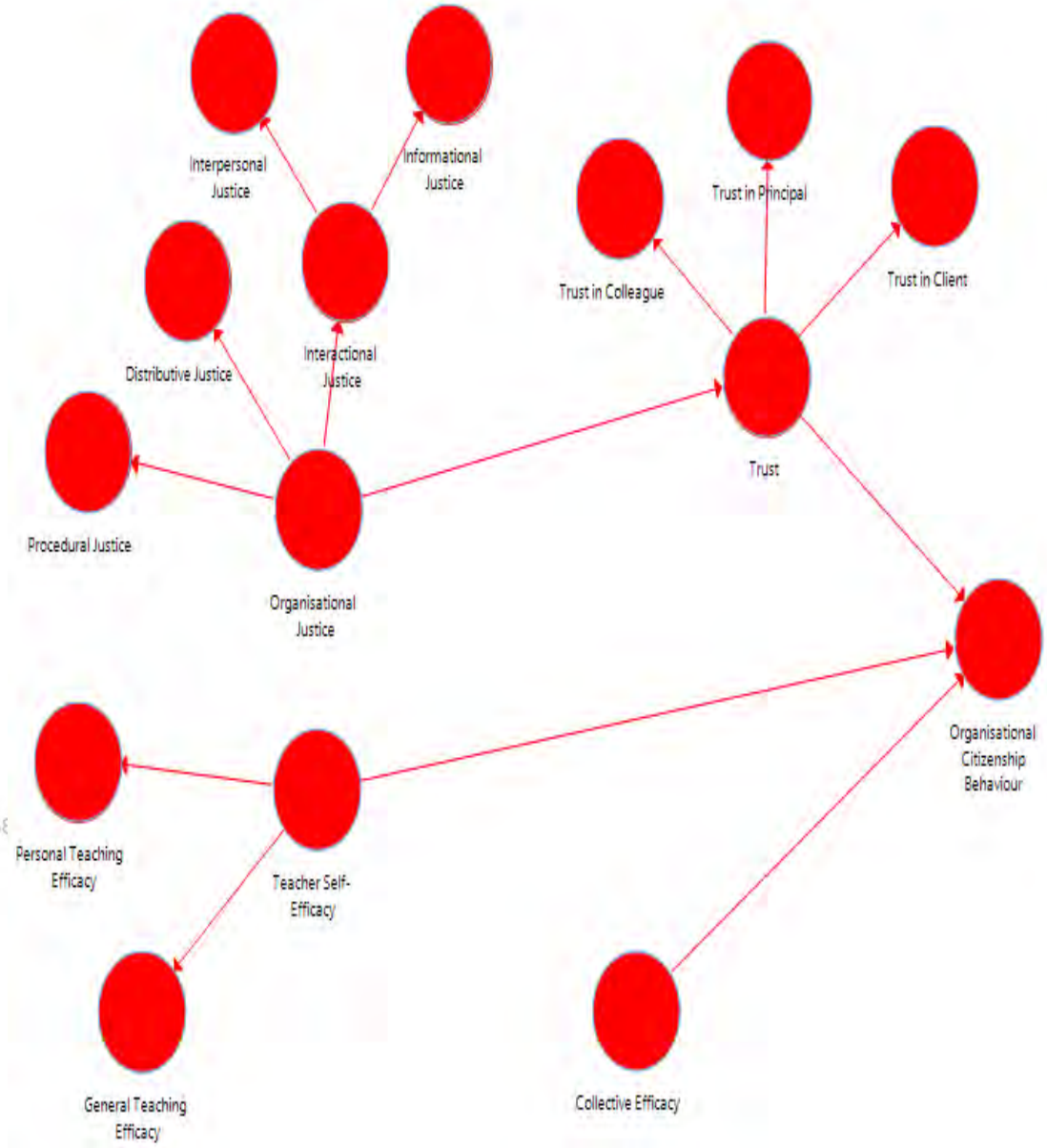


Figure 4.2. Inner Model with Dimensions

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4.4.2 Building the Outer Model

In this study, all constructs are with reflective measurement. Indicators for each construct are adequately reflected it's content. If consider deleting one or more items of any construct, it will not bring any changes on the original meaning of the construct. For instance, there are four items used to measure interpersonal justice. Sample items are "the principal has treated me with respect" and "the principal has treated me in a polite manner". If deleting any of these items does not alter the original meaning of interpersonal justice, then this construct should be treated as reflective. Hence, the arrows should point from justice dimension construct in blue color circle to its indicators in yellow color rectangular shape.

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Further to this, there are two constructs with two order construct and one construct with three order construct. Thus, the adoption of repeated indicator approach to model the second order and third order factors in the PLS analysis (Amin, Ramayah, Aldakhil & Kaswuri, 2016). In order to reduce the complexity of the model for review, the repeated indicators measured are concealed from the model. The demonstration can be referred to Figure 4.3.

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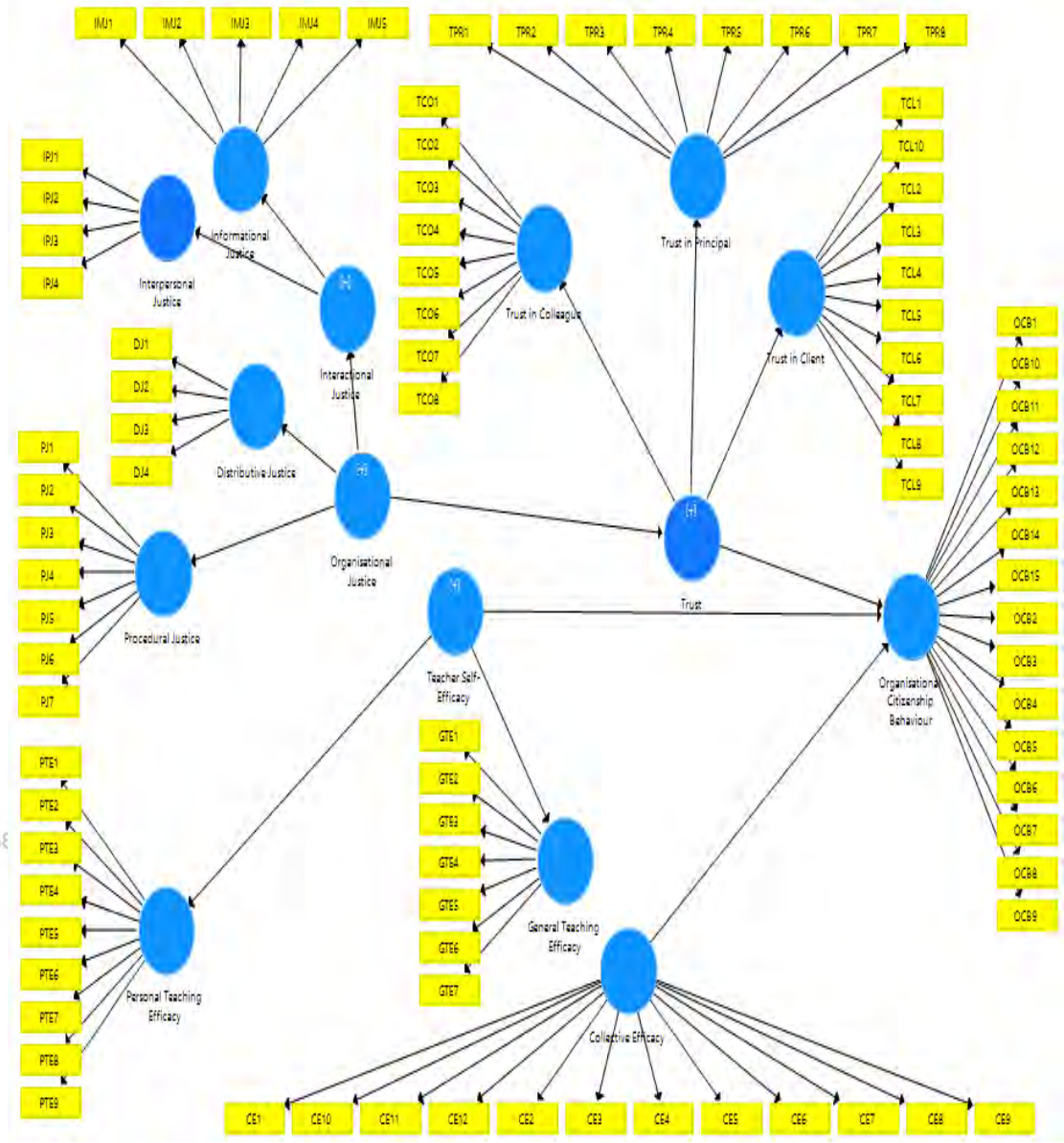


Figure 4.3. Outer Model for OCB Study

4.4.3 Common Method Variance

Prior to the assessment of measurement model, it is important to conduct common method variance. The data of this study is collected via self-reporting questionnaire which mean that the predictor variables and criterion variables are usually from the

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same respondent or the data uses are from the same sources. Due to the self-reported nature of data, there is possibility that a "single factor or one general factor accounting for the majority of covariance among measures" (Podsakoff, MacKenzie, Lee & Podsakoff, 2003, p. 889). This is entailed that the common method bias is deemed to be exists in current study. There are two techniques to identify the existence of common method variance: Harman's single factor test and by looking at the principal constructs inter-correlations using correlation matrix (Bogozzi, Yi & Philips, 1991).

4.4.3.1 Harman's Single Factor Test

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By testing the common method variance using Harman's single factor test, it is required to employed the exploratory factor analysis which available in SPSS Version 20 software. At first, it is needed to include all the principal constructs into a principal component factor analysis (Podsakoff & Organ, 1986). The un-rotated factor analysis indicates the first factor accounted for 43.30% of variance which is less than the Harman's Single Test guideline with threshold level of 50% of total variance explained (see Appendix L) (Podsakoff, MacKenzie, Lee & Podsakoff, 2003). Additionally, the extracted sums of square loadings for the rest of factors are also accounted equally ranged from 6.60% to 1.14%. Therefore, there is no common method bias exists in the self-reported survey.

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4.4.3.2 Inter-Construct Correlation

Another way to test the common method variance is using correlation matrix method. It could be done by looking at the principal constructs inter-correlations. If any of the correlations are larger than 0.9, then it is evidence to said that common method bias arises (Bogozzi, Yi & Philips, 1991). Table 4.5 indicates that there are no extremely high inter-correlations of 0.9 and above. The inter-correlations are ranging from the lowest at 0.091 (between OJ and TSE) to highest at 0.806 (between trust and TSE). Through the favourable results of each approach: un-rotated principal component analysis and inter-construct correlations, it is confirmed that the common method bias was not a serious threat in the study.

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Table 4.5

The Principal Constructs Inter-Correlation

No.	Construct	1	2	3	4	5
1	OCB					
2	OJ	.204				
3	Trust	.786	.140			
4	TSE	.726	.091	.806		
5	CE	.618	.454	.663	.629	

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4.5 Step 2: Assessment of Measurement Model

4.5.1 Step 2.1: Assess the Construct Validity

To assess the measurement model, there are two types of validity that are required to examine: convergent validity and discriminant validity. For convergent validity, it is to test and ensure that all items of specific concept are found to be adequately measure the same concept or loaded on the right concept that supposed to measure (Hair, Black, Babin & Anderson, 2010; Hair, Sarstedt, Hopkins & Ringle, 2014). Conversely, the discriminant validity is to ensure each construct is distinct and able to differentiate from each other (Kumar, Talib & Ramayah, 2010; Cheung & Lee, 2010). In short, the convergent validity is to measure correlations among items in the same dimension, whereas, the discriminant validity is to measures the correlations across dimensions.

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4.5.1.1 Convergent Validity

The convergent validity of the measurement model could be ascertained by assessing and looking at loadings of each item on respective construct, average variance extracted and composite reliability of each latent construct (Gholami, Sulaiman, Ramayah & Molla., 2013; Hair, Sarstedt, Hopkins & Ringle, 2014). The loadings are more than 0.70 as suggested by Hair et al. (2014) (see Appendix L). However, there are several items loadings fall in between 0.50 and 0.70. Since, the average variance extracted (AVE) for each construct are more than the threshold value of 0.50, items

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loadings fall in between 0.50 and 0.70 are still can be retained as recommended by Hair, Black, Babin and Anderson (2010), Chin (2010) and Kock (2011).

A total of 14 items are removed from item list as the indicator loadings are less than minimum threshold value of 0.5: three items are deleted from TCO (TCO2, TCO3 and TCO6), three items from TPR (TPR3, TPR6 and TPR7), one item from TCL (TCL3), one item from personal teaching efficacy (PTE9), two items from general teaching efficacy (GTE3 and GTE7) and one item from CE (CE12). There is one item with 0.478 loadings (TPR4) is retained as the AVE of TPR is achieved the threshold value of 0.50. Hence, 14 out of 89 items have been discarded from the item lists and the remaining 84.3% of total items are retained in current measurement model (see Appendix L).

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The AVE value for all the constructs are more than the minimum threshold value of 0.50 specified by Hair, Sarstedt, Hopkins and Ringle (2014). The AVE for first order construct can be calculated by getting the average value of the squared loadings of all indicators within one construct (Hair et al., 2014). Since, the AVE is more than 0.50, it is evident that each of the construct able to "explains more than half of the variance of its indicators" (Hair et al., 2014).

As mentioned earlier in this chapter, there are several constructs consists of at least two order constructs such as OJ comprised of three dimensions of justice and one of dimension of justice: IJ can be further divided into two justice dimensions, trust construct is reflected into three trust facets and TSE can be subdivided into another two dimensions. In order to calculate the AVE for the second and third order

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construct, it is required to calculate manually as the SmartPLS software will not provide the second and third order construct AVE value. For the calculation of AVE for trust construct, the variance of each trust facet could be obtained by squaring the loading. Subsequently, it is required to total up the variances for three facets and get the average value which called as AVE. The same calculation steps are applied to the rest of second order construct in order to obtain the AVE for each second order construct for the purpose of measuring the convergent validity of the measurement model. Similarly to first order construct, the AVE for second and third order constructs is more than minimum value of 0.50 (see Appendix L).

Next, the composite reliability is also assessed as it could measure the construct internal consistency reliability. Similarly, the second order constructs and third order construct would need to calculate manually as the composite reliability is not shown in PLS Algorithm procedure. In order to obtain the composite reliability for second order constructs and third order construct, it can be calculated by using the summation of value which sum up the total error variances of second order constructs and total loadings squared value to divide the total loadings squared value. The composite reliability value for each construct is exceeded the recommended value of 0.70 (see Appendix L). On the basis of Hair, Sarstedt, Hopkins and Ringle (2014) and Gholami, Sulaiman, Ramayah and Molla (2013) guideline, all the three criteria of assessing of convergent validity of measurement model: indicator loadings, average variance extracted and composite reliability are met accordingly. Thus, this is confirmed that the measurement model of the study is possessed sufficient convergent validity.

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4.5.1.2 Discriminant Validity

The discriminant validity can be tested by comparing the correlations between constructs and the square root of the average variance extracted for the construct (Fornell & Larcker, 1981). As long as the square root of average variance extracted of each construct is larger than the correlations of all construct within the same row and column, it will be confirmed that the constructs have meet the criterion proposed by Fornell and Larcker (1981) which is adequate discriminant validity. Referring to table 4.6, the square root of average variance extracted of each construct which the bolded values are greater than the rest of correlations values (un-bold) in the particular column and row: OCB (0.717), OJ (0.807), trust (0.937), TSE (0.893) and CE (0.742). From the AVE scored values, it can be claimed that each construct managed to shares more variance with its indicators than any other constructs.

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Table 4.6

Discriminant Validity of Measurement Model

No.	Construct	1	2	3	4	5
1	OCB	**.717**				
2	OJ	.299	**.807**			
3	Trust	.362	.793	**.937**		
4	TSE	.264	.764	.812	**.893**	
5	CE	.436	.873	.748	.722	**.742**

Note. Diagonals represent the square root of the average variance extracted (AVE) while the other entries represent the correlations.

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Henseler and his colleague argued that Fornell and Larcker (1981) criterion is not adequately and reliably to measure the discriminant validity (Henseler, Ringle & Sarstedt, 2015). Hence, there is another alternative technique to examine the discriminant validity sufficiently which is based on the multitrait-multimethod matrix or it could be known as heterotrait-monotrait ratio of correlations (Henseler et al., 2015). This is to test the correlations of indicators across constructs instead of testing correlations of indicators measuring the same construct which called as monotrait-heteromethod correlations. There is two ways to conduct the heterotrait-monotrait ratio (HTMT): criterion and statistical test.

For criterion test, the threshold value for HTMT is 0.85 recommended by Kline (2011) or less than 0.90 suggested by Gold, Malhotra and Segars (2001). Table 4.8 shows that the HTMT value for each construct are not more than 0.85 ($HTMT_{0.85}$) threshold value set by Kline (2011) as well as the threshold value of 0.90 ($HTMT_{0.90}$) determined by Gold et al. (2001). Based on the table 4.8, the highest correlations between constructs are 0.838 for OJ and trust. This is followed by correlation between OJ and TSE (r = 0.746) and trust and TSE (r = 0.724).

The second way of testing the discriminant validity is statistical test. Henseler and his colleague suggested testing it through using bootstrapping and if the confidence interval does not overlap the value of 1.00; it would be considered sufficient discriminant validity. Table 4.7, it is confirmed that none of the confidence interval of any construct overlapping the value of 1.00. Since, both methods: criterion and statistical tests are fulfilled in accordance to Henseler, Ringle and Sarstedt (2015) guideline. Thus, the discriminant validity is ascertained in this measurement model

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adequately. Sententiously, each construct is empirically distinct from other constructs within the existing measurement model.

Table 4.7

Heterotrait-Monotrait (HTMT)

No	Construct	1	2	3	4	5
1	OCB					
2	OJ	**.137** CI (.093, .226)				
3	Trust	**.156** CI (.132, .238)	**.838** CI (.800, .869)			
4	TSE	**.134** CI (.127, .204)	**.746** CI (.695, .795)	**.724** CI (.678, .779)		
5	CE	**.177** CI (.117, .262)	**.080** CI (.070, .154)	**.116** CI (.096, .207)	**.112** CI (.105, .185)	

Note. CI = Confidence Interval, $HTMT_{0.90}$ is adopted

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4.5.1.3 Cross Loadings

In view of Hair, Sarstedt, Hopkins and Kuppelwieser (2014), the cross loading should be included to testify the measurement model of the study. Based on the Appendix N, the items' loadings of measured variables are higher than the cross loadings or items loadings of other constructs by at least 0.10 which suggested by Hair et al. (2014). However, there are several items, the differences between items' loadings of measured construct and items' loadings to other construct were marginally close to 0.10. For instance, the item OCB1 is loaded to its construct is 0.841, whereas it also loaded highly to TCO (0.745) and TPR (0.746). The differences of loadings are 0.096 (OCB1-TCO) and 0.095 (OCB1-TPR) which is slightly lower than the threshold value of 0.10. Likewise, the item loadings differences for TPR5 and TCO is 0.095, TPR8 and TCO is 0.096, TCL1 and OCB is 0.097, TCL5 and OCB is 0.093, GTE1 and TCL is 0.099, CE1 and PJ is 0.099 and CE2 and PJ is 0.092. All these items were retained as each value were marginally close to threshold value of at least 0.10.

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4.5.2 Step 2.2: Assess the Construct Reliability

It is also important to conduct reliability analysis in order to ensure the data consistency. The guideline proposed by Hulland (1999) that the minimum value for indicators reliability or internal consistency reliability should be at least 0.7, whereas the composite reliability is also should be set at the level of 0.7 and above (Boggozi & Yi, 1988). Table 4.8 depicts the value of indicator reliability and composite reliability for all constructs. It is found that both the indicator reliability and composite

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reliability has achieved the minimum threshold value of 0.7. Thence, the measurement of the model is considered to be reliable and good internal consistency reliability.

Table 4.8

Reliability Analysis of Measurement Model

No.	Constructs	Composite Reliability	Cronbach Alpha
1	OCB	.926	.912
2	PJ	.913	.888
3	DJ	.952	.933
4	IMJ	.929	.905
5	IPJ	.974	.964
6	TCO	.936	.912
7	TPR	.879	.827
8	TCL	.922	.904
9	PTE	.888	.855
10	GTE	.846	.775
11	CE	.930	.917

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4.5.3 Step 2.3: Assess the Normality of the Data Set

The normality test is conducted in order to ensure the data is normally distributed even though it is not necessary to meet the data normality before running the structural equation modeling by using partial least square approach. There are two

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basic normality test named as kurtosis and skewness for each latent variable. The rule of thumb for skewness is the value must be within the range of +1 to -1, while the kurtosis should be in range of +3 to -3 (Hair, Celsi, Money, Samouel & Page, 2011). Table 4.9 states that the kurtosis and skewness values for each construct are fall within the acceptable range which Hair et al. (2011) has accentuated previously. Thus, it is confirmed that the data is normally distributed. Additionally, the normality test is conducted for each indicators of each construct whereby the value of kurtosis and skewness are fall within the recommended range (Appendix O).

Table 4.9

Normality Analysis

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No.	Construct	Skewness	Kurtosis
1	OCB	-.913	.908
2	OJ	.252	-.438
3	Trust	-.051	.352
4	TSE	.451	-.015
5	CE	.233	-.739

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4.6 Step 3: Assessment of Structural Model

4.6.1 Multi-Collinearity Analysis

In view of Kock and Lynn (2012), it is important to examine the multi-collinearity by reporting the collinearity values for each latent construct with benchmarking the threshold value of 3.3 which is the lowest value or most stringent recommended value. These variance inflation factors (VIF) are also one of the approaches to assess the common method variance (Kock, 2013). If the value of collinearity with more than 3.3, it is to be said that there is existence of multi-collinearity among latent variables. Further to this, Ciavolino and Nitti (2013) also added that tolerance value of each latent construct should exceed the value of 0.20. Table 4.10 shows that variance inflation factors for each construct is scored less than cutoff value of 3.3. However, there is one latent construct (T=3.433) VIF value is slightly below than the recommended value of 3.33. According to Kline (1998), even if the VIF value is more than 3.33 threshold value, it is still acceptable as Kline professed that as long as the VIF value of respective latent construct does not surpass the threshold value of 5.

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The most stringent guideline proposed by Kock and Lynn (2012) which is threshold value of 3.33 is more appropriate to apply to latent construct with formative measurement (Cenfetelli & Bassellier, 2009; Peter, Straub & Rai, 2007). Thus, the VIF value of trust at the level of 3.433 is still appropriate in the existing measurement model. As mentioned by Cenfetelli and Bassellier (2009) and Peter et al. (2007), the minimum VIF value should not exceed 5.0. Additionally, Garson (2012) also accentuated at the level of 4.0 VIF value should be acceptable to statistical point of

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view. For tolerance value of each latent variable, the tolerance value for each exogenous construct has surpassed the suggested value of 0.20 (Garson, 2012). Sententiously, there is no redundancy of latent construct and each of the latent construct is differentiable with each other.

Table 4.10

Collinearity for Exogenous Constructs

Latent Construct	OCB	OJ	Trust	TSE	CE
Collinearity Value	N/A	2.682	3.433	2.989	2.823
Tolerance Value	N/A	.373	.291	.335	.354

Note. N/A = Not Applicable

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4.6.2 Goodness of Fit for Structural Model

In order to test the goodness of the structural model, it is necessary to assess and look at the R-square, f-square, Q-square as well as t-values. A bootstrapping procedure with 5000 resamples was run to generate the t-statistics for significance testing of the inner and outer model, R^2, f^2 and Q^2 which is suggested by Hair, Ringle and Sarstedt (2011). The variance explained or R-squared of each endogenous construct and the significance of each path estimate were measured for the purpose of assessing the goodness of the structural model proposed in Chapter two. It is recommended to use one-tailed p values as referred to Kock (2013). Sententiously, this is also to test how well the data collected support the hypothesized path and structural model. Likewise,

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the f-squared is used to confirm the effect size of each direct relationship, whereas the Q-squared is to examine the predictive relevance of each endogenous construct (Chin, 1998).

4.6.3 Assessment of Predictive Power – R^2

Table 4.11 indicates the results reveal that the R-squared value for OCB is accounted 0.677 which suggesting that 67.7% of the variance in OCB can be explained by its predictors such as OJ, trust, TSE and CE. According to Cohen (1988) guideline, there are three level of R-squared value: 0.02 (weak), 0.13 (moderate) and 0.26 (substantial). Since the R-squared for OCB is 0.677 which is higher than 0.26. Thus, the amount of variance explained is considered substantial. For trust, the OJ is able to explain 62.4% of the variance. Hence, it is deemed to be substantial as the R-squared value is exceeded the level of 0.26. In term of dimensions of OJ toward trust, the R-squared value is 0.639 which is indicating substantial level. Sententiously, the three dimensions of OJ could explain 63.9% of trust variances. Lastly, the dimensionality of OJ, trust, TSE and CE were able to explain 64% of OCB variances which also exceeded the highest threshold value of R-squared: 0.26. The R-squared values of the existing structural model is considered adequate as highlighted by Falk and Miller (1992) that the minimum value of R-squared value of endogenous construct should be at least 0.10. In short, the exogenous constructs able to explained at least 10% or 0.10 variances of endogenous construct.

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Table 4.11

R-squared Value

Hypotheses	Predictors	Endogenous Variable	Predictive Power (R^2)
Hypothesis 1	OJ	OCB	0.677
Hypothesis 3	Trust		
Hypothesis 5	TSE		
Hypothesis 6	CE		
Hypothesis 1a	PJ	OCB	0.640
Hypothesis 1b	DJ		
Hypothesis 1c	IJ		
Hypothesis 3	Trust		
Hypothesis 5	TSE		
Hypothesis 6	CE		
Hypothesis 2	OJ	Trust	0.624
Hypothesis 2a	PJ	Trust	0.639
Hypothesis 2b	DJ		
Hypothesis 2c	IJ		

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4.6.4 Assessment of Significance of Hypotheses (Beta and t-Statistics)

There are two types of structural model drawn and tested structurally in order to achieve all proposed hypotheses. The first model is used to discover and examine the significance of direct relationship and mediation analysis. For the direct relationships, it were hypothesized that OJ, TSE and CE are significantly related to OCB. Additionally, it was also hypothesized the possibility of mediation existence in

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existing structural model which predicted that trust is mediated the relationship between OJ and OCB. By testing the mediation analysis, it would also test the direct relationship between OJ and trust as well as trust and OCB. The second structural model is to assess the mediation analysis as well. This structural model is drawn with mediation path which hypothesized the trust is mediated the relationships between the dimensionality of OJ (PJ, DJ and IJ) and OCB. Other than this, it is also examine the direct relationships between dimensionality of OJ (PJ, DJ and IJ) and trust.

4.6.4.1 Testing Research Hypotheses – Structural Model 1

Based on the Figure 4.4, the main focus of this structural model is to discover the significance of relationships is between three exogenous constructs and OCB. There were four proposed hypotheses tested against OJ towards OCB, TSE towards OCB and CE towards OCB. Next, the mediation analysis was carried out in order to examine whether trust is mediated the relationship between OJ and OCB. By the way, the direct relationship between OJ and trust and trust and OCB were also tested.

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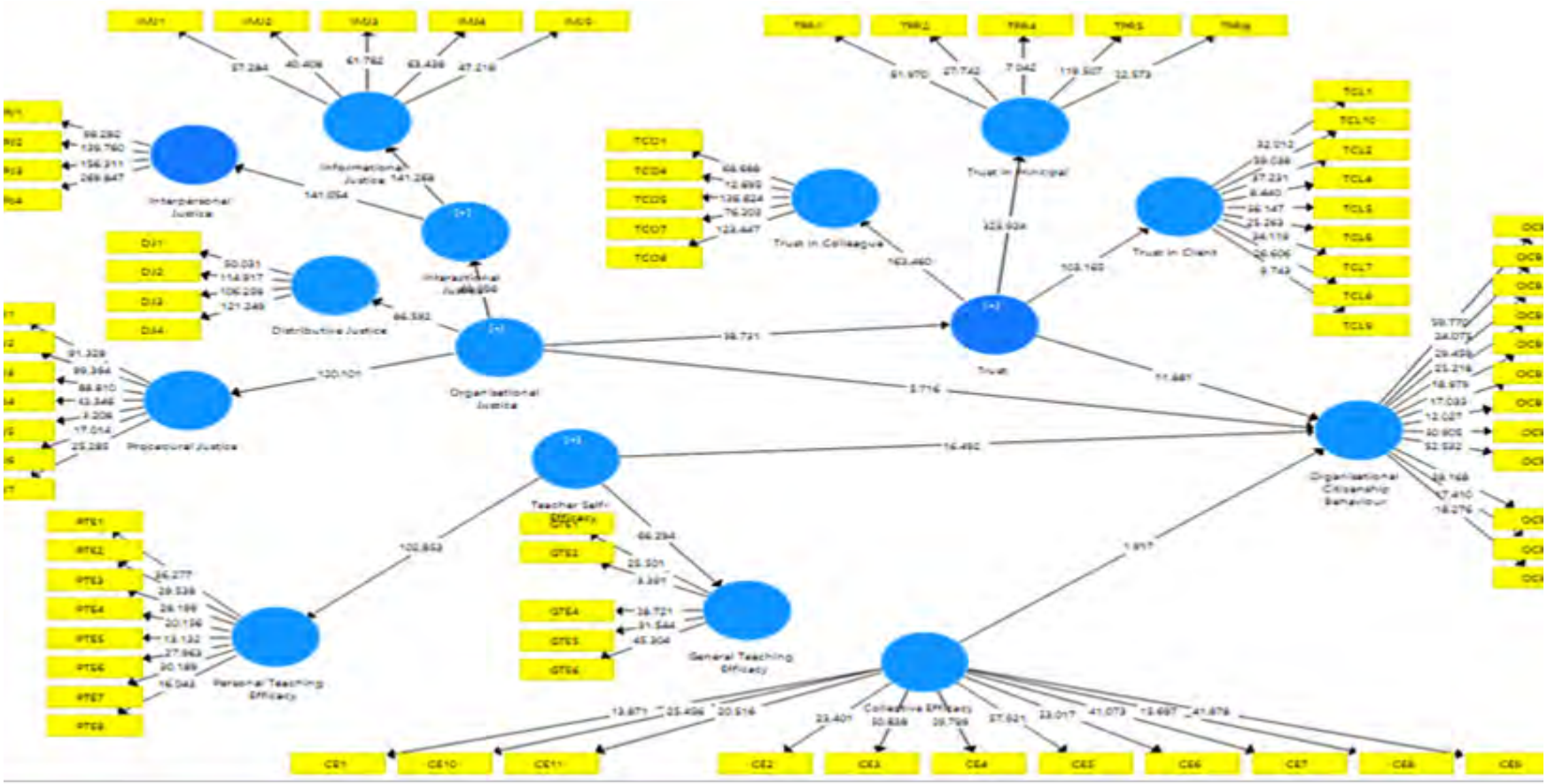


Figure 4.4. Structural Model 1

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Table 4.12 revealed that OJ is significantly related to OCB with beta value of 0.216 (t=5.716**) and p-value is less than significant value of 0.05. Likewise, the trust (β=0.391, t=11.881**), TSE (β=0.473, t=16.492**) and CE (β=0.054, t=1.917*) were also found to be significantly related to OCB. Likewise to the relationship between OJ and trust, the beta value is 0.794 and t-statistics is 38.731**. This is concluded that OJ is significantly related to trust. For mediation analysis, it is also found that trust is also played as mediator to mediate the relationship between OJ and OCB which having beta value of 0.310 and t-statistics of 12.565**. Hence, the hypothesis 1, 2, 3, 4, 5 and 6 are all supported.

Table 4.12

Summary of the Structural Model 1

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H	Path	Beta	Standard Error	t-Statistics	Results
H 1	OJ → OCB	.216	.038	5.716**	Supported
H 2	OJ → Trust	.794	.020	38.731**	Supported
H 3	Trust → OCB	.391	.033	11.881**	Supported
H 4	OJ → Trust → OCB	.310	.024	12.565**	Supported
H 5	TSE → OCB	.473	.029	16.492**	Supported
H 6	CE → OCB	.054	.029	1.917*	Supported

Note. **p<0.01 and *p<0.05, All tests were one tail test.

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6.1.4.2 Testing Research Hypotheses – Structural Model 2

Figure 4.5 displayed the second structural model which aimed on examining the direct relationships between dimensionality of OJ and OCB. In other words, this model was built to test the first order construct (PJ, DJ and IJ) of OJ towards OCB. Besides, this structural model is also drawn to assess the mediation effect of trust on the relationship between the dimensionality of OJ (PJ, DJ and IJ) and OCB.

Table 4.13 shows that only DJ and IJ are significantly related to OCB with the beta of 0.047 and t-statistic of 1.895* as well as beta of 0.145 and t-statistic of 4.871** respectively. Conversely, the other dimension: PJ (β=0.022, t=0.748) was found not significant related to OCB at the level of 0.05 p-value. Thus, the proposed hypothesis 1a and hypothesis 1b were supported, while the hypothesis 1c should not be supported. Similarly, the direct relationships between dimensionality of OJ (PJ, DJ and IJ) were observed to be significantly related to trust. Based on the t-statistic of each relationship, it is known that the relationship between IJ and trust (β=0.459, t=8.060**) is most statistically significant. This was followed by PJ and trust (β=0.276, t=4.759**) and the least significant was DJ and trust (β=0.143, t=2.302*). Lastly, the mediation analysis indicated that trust is able to mediate the relationship between each dimension of OJ and OCB. Succinctly, trust is found to have mediation effect between PJ and OCB, DJ and OCB as well as IJ and OCB. Likewise to direct relationship between dimensionality of OJ and trust, the trust posited the strongest mediation effect on the relationship between IJ and OCB (β=0.167, t=6.168**), followed by PJ and OCB (β=0.100, t=4.759**) and least trust mediation effect is between DJ and OCB (β=0.052, t=2.255*).

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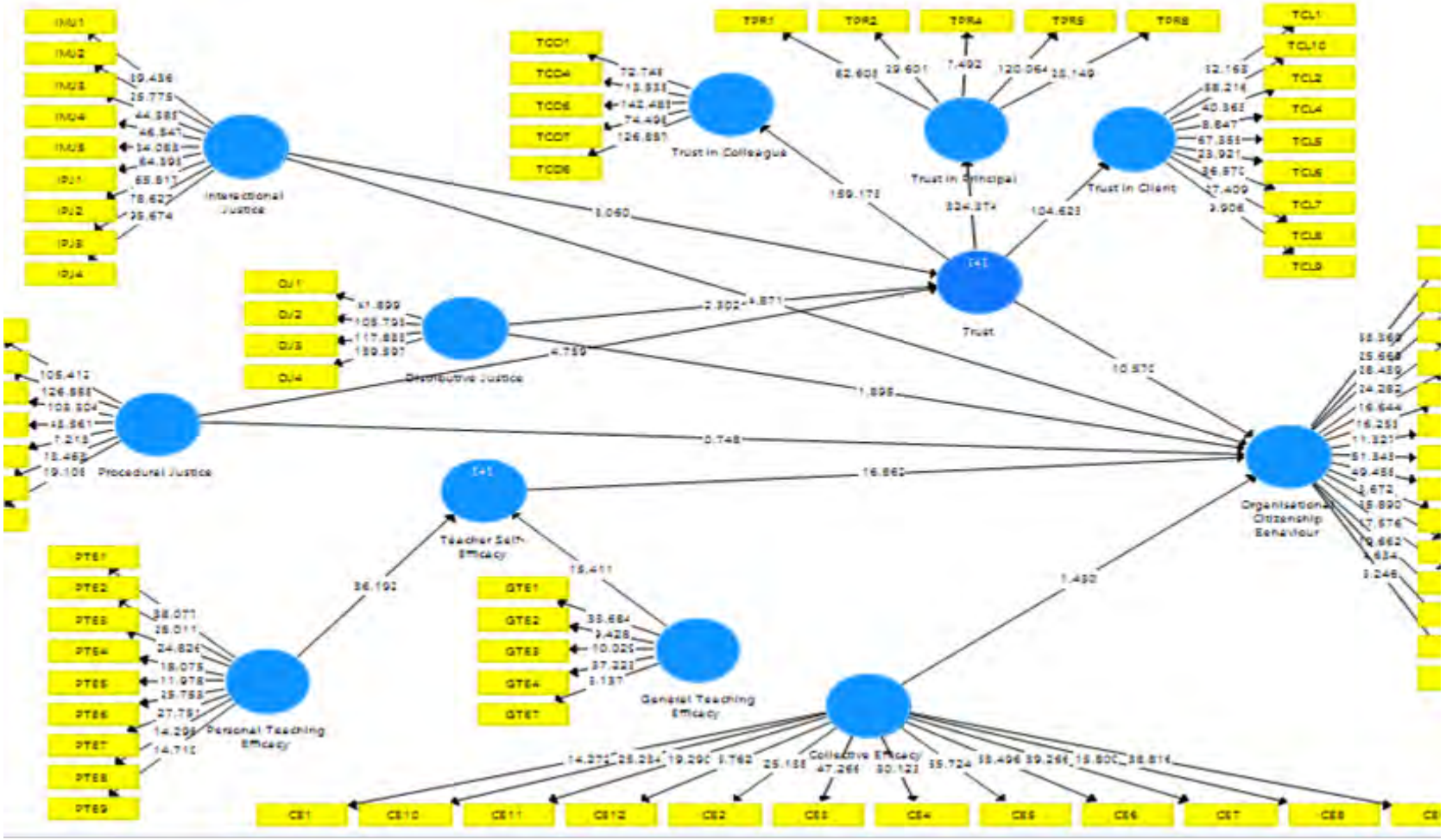


Figure 4.5. Structural Model 2

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Table 4.13

Summary of the Structural Model 2

H	Path	Beta	Standard Error	t-Statistics	Results
H 1a	PJ → OCB	.022	.030	0.748	Not Supported
H 1b	DJ → OCB	.047	.025	1.895*	Supported
H 1c	IJ → OCB	.145	.030	4.871*	Supported
H 2a	PJ → Trust	.276	.057	4.759**	Supported
H 2b	DJ → Trust	.143	.062	2.302**	Supported
H 2c	IJ → Trust	.459	.057	8.060**	Supported
H 4a	PJ → Trust → OCB	.100	.021	4.759**	Supported
H 4b	DJ → Trust → OCB	.052	.023	2.255*	Supported
H 4c	IJ → Trust → OCB	.167	.027	6.168**	Supported

Note. **p<0.01 and *p<0.05, All tests were one tail test.

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4.6.5 Assessment of Effect Sizes – f^2

In essence, the significance of the test can be examined based on the p value of the test. However, it is not enough by only looking at p value which is not convincing enough. Sullivan and Feinn (2012) suggested assessing the effect size of significance of the test instead of just looking at p value for the significance of the test statistically. The p value only inform researcher whether there is any effect from exogenous variable on endogenous variable. It is more meaningful to test the magnitude of effect size by using the Cohen (1988) established guideline: 0.02 (small), 0.15 (medium) and 0.35 (large). Table 4.14 shows that the effect size for the relationship between

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TSE and OCB (Hypothesis 5), trust and OCB (Hypothesis 3) as well as OJ and trust (Hypothesis 2) are 0.899, 0.532 and 1.704 respectively. Hence, the effect sizes for these three relationships are larger than the threshold value of 0.35 level and considered large effect size. Next, there is only one relationship with the medium effect size of at least 0.15 which is the relationship between IJ and trust (Hypothesis 2c – 0.268). However, the relationship between OJ and OCB (Hypothesis 1 – 0.120), IJ and OCB (Hypothesis 1c – 0.111), PJ and trust (Hypothesis 2a – 0.059) and CE and OCB (Hypothesis 6 – 0.010) are more than 0.02 effect size and less than 0.15 effect size which posited small effect size. The remaining two direct relationships: PJ and OCB (Hypothesis 1a – 0.002) and DJ and OCB (Hypothesis 1c – 0.008) are very low effect size as the relationship between DJ and OCB is having weak significance of test, whereas the relationship between PJ and OCB is statistically not significant (see Table 4.14).

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Table 4.14

Effect Size for Each Hypothesis

Hypotheses		Path		Effect Size (f^2)
Hypothesis 1	OJ	→	OCB	.120
Hypothesis 1a	PJ	→	OCB	.002
Hypothesis 1b	DJ	→	OCB	.008
Hypothesis 1c	IJ	→	OCB	.111
Hypothesis 2	OJ	→	Trust	1.704
Hypothesis 2a	PJ	→	Trust	.059
Hypothesis 2b	DJ	→	Trust	.020
Hypothesis 2c	IJ	→	Trust	.268
Hypothesis3	Trust	→	OCB	.532
Hypothesis5	TSE	→	OCB	.899
Hypothesis6	CE	→	OCB	.100

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4.6.6 Assessment of Predictive Relevance – Q^2

The blindfolding procedure is adopted to measure the predictive relevance of the structural model. Hair and his colleague denoted that the blindfolding procedure only can be used for endogenous construct with reflective measurement (Hair, Sarstedt, Hopkins & Kupperwieser, 2014). Based on Hair et al. (2014) guideline, the relative measure of predictive relevance recommended were divided into three levels: 0.02 (small), 0.15 (medium) and 0.35 (large). Addition to this, it is notably that the

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endogenous construct possessed adequate predictive relevance as long as the Q^2 value is larger than zero value (Fornell & Cha, 1994). The Q2 value "represents a measure of how well-observed values are reconstructed by the model and its parameter estimates" (Chin, 1998).

Basically, the blindfolding technique is a sample reuse technique that omits every *d*th data point in the endogenous construct's indicators and estimates the parameters with the remaining data points (Henseler, Ringle & Sinkovics, 2009; Tenenhaus, Esposito, Chatelin & Lauro, 2005). Thus, the omission distance of seven was utilized and it is also the default setting which recommended by Chin (1998). The predictive relevance of exogenous constructs (OJ, trust, TSE and CE) on OCB endogenous construct is 0.472, three dimensions of justice (PJ, DJ and IJ) together with three exogenous constructs (trust, TSE and CE) on OCB is 0.393 and OJ on trust is 0.376, whereas the three dimensions of OJ on trust is 0.381 (see Table 4.15). Since, the predictive relevance values for all endogenous construct for both types of structural models were more than 0.35 specified values; thus, the predictive relevance is considered large for both OCB and trust endogenous constructs in both structural models.

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Table 4.15

Predictive Relevance Result

Hypotheses	**Predictors**	**Endogenous Variable**	**Predictive Relevance (Q^2)**
Hypothesis 1	OJ	OCB	.472
Hypothesis 3	Trust		
Hypothesis 5	TSE		
Hypothesis 6	CE		
Hypothesis 1a	PJ	OCB	.393
Hypothesis 1b	DJ		
Hypothesis 1c	IJ		
Hypothesis 3	Trust		
Hypothesis 5	TSE		
Hypothesis 6	CE		
Hypothesis 2	OJ	Trust	.376
Hypothesis 2a	PJ	Trust	.381
Hypothesis 2b	DJ		
Hypothesis 2c	IJ		

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4.7 Discussions of Prominent Findings

4.7.1 Research Objective One: Relationship between OJ and OCB

In view of the first research question and research objective, there were four hypotheses formulated which tested on the relationship between OJ and OCB among secondary school teachers in Perak, Malaysia. The result revealed that OJ is significantly related to OCB (see Table 4.16). The finding was consistent with Burns and Dipaola (2013) and Erkutlu (2011) empirical findings. Erturk (2007) argued that the attributes and behaviours of employees may perceive differently across cultures. However, the finding of the study has evidence that OJ is still significantly influencial on OCB in the context of Malaysian education. Burns and Dipaola (2013) indicated that teachers perceived fairness when they believe their social and economic exchanges with their respective school practices is fair and just. If the exchanges between teachers and school management were deemed to be fair, then teachers would be more willing to demonstrate citizenship behaviour that would benefit the school such as student academic achievement (Podskoff, MacKenzie, Paine & Bachrach, 2000). Conversely, if teachers believed that they were treated unfairly and unjustly, this meant that the social exchange between teachers and principal or school management has been violated (Erkutlu, 2011). This may result in withdrawal from organisation which could come in the form of reduce efforts and lower performance towards organisation (Cowherd & Levine, 1992) as well as decrease in the wiliness of practicing citizenship behaviour (Konovsky & Pugh, 1994).

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A closer examination of the dimensionality of OJ toward OCB might also be important to the present study. Hence, another three hypotheses (H1a, H1b and H1c) were examined types of OJ: PJ, DJ and IJ separately with OCB among teachers working in Malaysian government secondary school located in Perak (see Table 4.16). The results have shown that IJ is most significantly related to OCB and followed by DJ to OC. Surprisingly, the statistical result posited that PJ is insignificant related to OCB. The strength of relationships was found to be different in accordance to Erkutlu's (2011) empirical arguments which the degree of relationships among the dimensions toward OCB varies. The present study results are supported by Moorman (1991).

In Moorman (1991) study, the IJ was found to be most significant related to OCBs as compared to PJ and DJ. Majority of teachers is valued and concerned more on interaction between school principal or management and teachers such as whether their supervisor or principal communicate with their subordinates by providing detail information, do their supervisors explain the procedures thoroughly with their members, are teachers being treated with respect, dignity and in a polite manner. Moorman (1991) added that action of supervisor or principals are most effective as compared to process of making decision. If teachers' decision outcome was fairly justified by principal with adequate information and proper communication, the teachers were more likely to accept the rating results and rewards.

Other than that, the finding also depicted that DJ is important than PJ toward OCB. This empirical outcome differed from Lambert's (2003) study which he claimed that employees preferred to PJ rather than DJ. He purported that human is

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interested more on the process of making decision and not on the process of distributing the outcome to his or her subordinates (Lambert, 2003). Unlike of current study, teachers are interested on how the school rates their performance but not interested on whether their procedure upheld ethical and moral standards. Mohammed, Habib & Alias, (2010) stated that DJ is more significantly reflected in short-term evaluation, whereas the PJ is reflected in long term evaluation.

A likely explanation for the insignificance relationship is the possibilities of influences on changes in appraisal procedure are then to be difficult in school as school principal and management are required to ensure the development of evaluation criteria on schools and teachers are well reflected to nation education objectives (OECD, 2008). Succinctly, a teacher has little or no right to influence the process of formulation of the appraisal procedure in school. In fact, the Government Ministry is the one who is responsible to derive the regulatory and procedural requirement for both school and individual teacher (OECD, 2009). Hence, the importance of PJ is least important in the eyes of individual teachers.

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Table 4.16

First Research Question and Objective with Hypotheses

Research Objective One:		
To analyse the relationship between OJ and OCB among teachers in Malaysia.		
Research Question One:		
What is the relationship between OJ and OCB among teachers in Malaysia?		
No.	**Alternative Hypotheses:**	**Outcomes**
Hypothesis 1	OJ is significantly related to OCB.	Supported
Hypothesis 1a	PJ is significantly related to OCB.	Not Supported
Hypothesis 1b	DJ is significantly related to OCB.	Supported
Hypothesis 1c	IJ is significantly related to OCB.	Supported

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4.7.2 Research Objective Two: Relationship between OJ and Trust

In the light of achieving research objective two and answering research question two; the outcome of this research illustrated that OJ and the types of justice: PJ, DJ and IJ are significantly related to trust (see Table 4.17). The results were similar to Dipaola and Guy (2009) and Hoy and Tarter (2004) where they found that both constructs: OJ and trust in school are inextricably linked with one another. Hoy and Tarter (2004) stated that it is important to develop trust in school workplace in order to achieve the school objective which is reflected to nation objective. As accentuated by Tschannen-Moran & Hoy (1998), the existence of trust within an individual would enable him or

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her to have more focus on the task at hand, thus increase the efficiency and effectiveness of achieving school objective. It is empirically "theorized that perception of justice are critical within organizational settings as these perceptions reduce vulnerability by providing vital information regarding whether an individual can trust others not to exploit or exclude them from important relationships or groups" (Guy, 2007, p. 65; Van den Bos, Lind & Wilke, 2001, p. 53). Sententiously, the significance of the hypothesis provides some indication that if an individual perceived higher sense of justice, this would increase the trust of one party on another party by providing vital and accurate information.

In order to get a more refined view, the results further showed that effects of three OJ dimensions: PJ, DJ and IJ are statistically significantly related to trust. This is consistent with Erturk (2007), Aryee, Budhwar and Chen (2002) as well as Pillai, William and Tan (2001). If teachers perceived sufficient fairness, it would enhance their trust towards principals, colleague and students. This study provided empirical evidence that IJ posited the strongest effect on trust, followed by PJ and DJ towards trust. This finding was supported by Erturk (2007). Compactly, among the three types of justice, interactional justice is the primary source of trust. Erturk (2007) depicted that if teachers perceived high in interactional fairness whereby teachers were treated with dignity, respect and polite manner, it would definitely increase the level of trust of individual towards principals or school. Other than that, it is also vitally essential for school management and principals to provide reasonable and sufficient explanations to teachers in order to increase their trust towards school.

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Likewise, to PJ that is the second strongest justice dimension effect on trust, the teacher trust would increase as the developed procedure used to determine rewards and tasks are fair to majority of teachers (Masterson, Lewis, Goldman & Taylor, 2000) (see Table 4.17). Lastly, the weakest justice dimension is DJ whereby outcome is justifiable towards his or her performance as well as reflected to his or her contributions towards school, thus this would link to trust. Based on previous findings, it is not surprise that the effect between DJ toward trust is far much weaker than PJ toward trust. Lambert (2003) and Choong, Tan and Choe (2014) purported that humans are interested on how an outcome decision was being made rather than how an organisation distributed the outcome to employee. The empirical evidence notwithstanding, the DJ type of justice is still showing a significant relationship with trust. This is entails that it is important to ensure there is equality between outcome and effort contributed to his or her organisation.

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Table 4.17

Second Research Question and Objective with Hypotheses

Research Objective Two:		
To analyse the relationship between OJ and trust among teachers in Malaysia.		
Research Question Two:		
What is the relationship between OJ and trust among teachers in Malaysia?		
No.	**Alternative Hypotheses:**	**Outcomes**
Hypothesis 2	OJ is significantly related to trust.	Supported
Hypothesis 2a	PJ is significantly related to trust.	Supported
Hypothesis 2b	DJ is significantly related to trust.	Supported
Hypothesis 2c	IJ is significantly related to trust.	Supported

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4.7.3 Research Objective Three: Relationship between Trust and OCB

The subsequent research objective and research question are focusing on the relationship between trust and OCB among teachers in Malaysia (see Table 4.18). The results shown in Table 4.18 indicated that trust is significantly related to OCB. This finding accorded with the findings of previous studies such as Tshannen-Moran (2004a: 2003) and Denholm (2002) where their research findings ascertained that trust is positively related to OCB among teachers in school setting, which in turn would positively influence on student achievement (Dipaola & Hoy, 2005a). On the basis of literature discussion, trust consists of three facets: trust in principals, trust in

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colleague and trust in clients. The examination of the relationship between facets of trust and OCB is carried out by McKenzie (2011) which reported that each of the facets is significantly related to OCB. In addition to this, trust is pivotal in developing trust in school workplace (Dipaola & Hoy, 2005b) as well as important in the development of OCB (Altuntas & Baykal, 2010). Through the development of OCB, it would further improve student achievement (McKenzie, 2011). If teachers trust their colleague students, parents and principals, open to each other, strong faith in the integrity of co-workers and principals, believe their students are competent learner and believe that student parents do a good job as well as principal does show concern for the teachers, acts with the best interests of his or her subordinates and have competence in doing his or her job, these will subsequently increase the practices of citizenship like behaviour within school environment. Succinctly, all parties: colleague, principal, students and parents are playing an important role in developing trust in school workplace which subsequently encourages the practices of citizenship like behavior.

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McKenzie (2011) purported that teacher's trust towards principal is the most challenging among the three facets of trust as his findings posited that principal is ethically not allowed to force his or her teachers to engage in trusting relationship in order to arouse the intention of practicing OCB in school environment. However, the school administrator and principal could cultivate a trusting environment by fostering trust among teachers as well as between teacher and client. Dipaola and Hoy (2005a) pointed that trust in colleague is the most salient type of trust in elementary school realm. Teacher with high trust towards their colleague would commit him or her in

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altruistic behaviours by helping other co-workers who are in need of help in their job duties and tasks which are with heavy workloads.

Apart from this, if teachers have trusted one another, it would increase the possibility to have more collaboration and volunteer to share their precious ideas, curriculum methods as well as innovative teaching strategies. Conversely, when teachers are reluctant to trust their co-worker, it would create a less trusting environment in school which makes organisational citizenship even more difficult or not possible to engraft in school culture (McKenzie, 2011). In the aspect of client, it is important that teachers should trust on their students and parents' abilities. With this trust in client, the likelihood in exhibiting citizenship like behaviour is higher. In overall, thence, the finding of current study found a significant relationship between trust and OCB in Perak Secondary school realm.

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Table 4.18

Third Research Question and Objective with Hypothesis

Research Objective Three:

To analyse the relationship between trust and OCB among teachers in Malaysia.

Research Question Three:

What is the relationship between trust and OCB among teachers in Malaysia?

No.	Alternative Hypothesis:	Outcome
Hypothesis 2	Trust is significantly related to OCB	Supported

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4.7.4 Research Objective Four: Trust Mediate the Relationship between OJ and OCB

In accordance with the fourth research objective and fourth research question, the relationships were hypothesized conceptually and empirically with the support of relevant literature discussion and argument. This result could be drawn from the SEM analysis. The result revealed that trust is mediating the relationship between OJ and OCB (see Table 4.19). The reported result is consistent with Guh, Lin, Fan and Yang (2013) and Erturk (2007) empirical findings. Erturk (2007) denoted that the management shows fair and just treatment to employees resulted in enhancement of trust of employees towards their management, and in turn, employees would further show passion in exhibiting citizenship behaviours that is indirectly beneficial to the organisation. In brief, an individual with favorable perception of justice towards their superior would indirectly enhance the tendency of practicing OCB through fostering trust among teachers as well as trust of teachers toward principal or school administrator (Guh et al, 2013).

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As mentioned earlier, OJ is a multidimensionality construct: PJ, DJ and IJ. Hence, it would be good to have a closer look through examining the mediating effect of trust on the relationship between each dimension of justice and OCB. The results showed that trust is mediating the relationships between each type of justice: PJ, DJ and IJ and OCB (see Table 4.19). The results were congruent with Erturk (2007) and Folger and Konovsky (1989) findings. For the mediating effect of trust in between PJ and OCB, "the use of fair procedures in the relationship between principals and teachers would normally lead to high teacher TPR and this variable has teacher-specific outcomes in form of citizenship behaviours" (Zeinabadi & Salehi, 2011, pg.

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1479-1480). On the basis of social exchange relationship, it may influence the teachers' willingness to practice citizenship like behaviour in school workplace (Konovsky & Pugh, 1994). If school principal has tried his or her very best to ensure the procedures are fair among teachers and this is valued by teachers. In turn, the employees would reciprocate by practicing citizenship behaviour.

Similar to the mediating effect of trust on the relationship between DJ and OCB, the trust is strengthened where the outcome is reflected and accorded to what teacher has contributed to the school's overall performance. Subsequently, the inclination of performing citizenship behaviour within school environment is higher. Conversely, if the teachers claimed that their outcome received are not reflected or equivalent to what he or she devoted in school and principal failed to justify on the distribution of outcome, in turn, this will whittle down the degree of trust among teachers on school management.

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For the mediating effect of trust on the relationship between IJ and OCB, it is purported that a sufficient interpersonal justice and informational justice between principal and teachers would nurture trust in school environment and increase the likelihood of exercising citizenship behaviour in later stage. It seems to be plausible of developing trust whereby the principal provides adequate and reasonable explanation on procedures to teachers. Teachers thereupon decide to exert extra effort in performing citizenship behaviour such as voluntarily help new teachers, rarely absent for work, help students on their own time and willing to stay back for work after school is over. Sententiously, the above discussion imply that trust is not only playing an important role in mediating the relationships between general justice and

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OCB, but also critically mediating the relationships between each dimension of justice and OCB in school realm in Malaysia.

Table 4.19

Fourth Research Question and Objective with Hypotheses

Research Objective Four:

To analyse whether trust will mediate the relationship between OJ and OCB among teachers in Malaysia.

Research Question Four:

Will trust mediate the relationship between OJ and OCB among teachers in Malaysia?

No.	Alternative Hypotheses:	Outcomes
Hypothesis 4	Trust is mediating the relationship between OJ and OCB.	Supported
Hypothesis 4a	Trust is mediating the relationship between PJ and OCB.	Supported
Hypothesis 4b	Trust is mediating the relationship between DJ and OCB.	Supported
Hypothesis 4c	Trust is mediating the relationship between IJ and OCB.	Supported

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4.7.5 Research Objective Five: Relationship between TSE and OCB

In response to the fifth research objective and fifth research question, the relationship between TSE and OCB is hypothesized. The examination of path analysis obtained using PLS approach posited that TSE is significantly related to OCB among teachers in secondary school (see Table 4.20). Thus, this prominent finding was in line with Somech and Drach-Zahavy (2000), and Mansor, Darus and Dali (2013). Teachers with higher sense of efficacy will more likely to volunteer themselves to help or assist co-workers with work-related problem matters, restructure their working timetable to accommodate others and adopt different innovative classroom instructional approaches to students (Beauregard, 2012). On the other hand, the existing result is partially consistent with Dussualt (2006) findings whereby personal teaching efficacy is significantly related to OCB, whereas there is no significant relationship between general teaching efficacy and OCB. However, the present study highlights that both types teaching efficacies are significantly related to OCB with the indication that personal teaching efficacy has stronger effect compared to general teaching efficacy.

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Dussualt (2006) claimed that personal teaching efficacy is more favorable as the teacher is able to control his or her ability and effort in teaching students. If the teacher believes in his or her ability and action, it would definitely get through to most difficult students as well as improve students learning ability. On top of that, teachers always believe that their innovative teaching techniques and approaches could provide students a better learning in order to improve their academic achievement. Hence, teachers would practice the citizenship behaviour in school workplace. For example, the extra-role behaviour towards student is to help students on their own time or

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willing to spend extra time to guide students after their working time (Dipaola & da Costa Neves, 2009).

One caveat to be noted is that an individual with high self-efficacy will have higher ability and confident to carry out his or her job effectively and have higher probability of success rate (Dussault, 2006; Somech & Drach-Zahavy, 2000). In such, they are more likely to display OCB such as volunteer to assist colleague to solve work-related problems, to attend voluntary meetings, and to contribute extra time to work without demanding extra pay (Beauregard, 2012). Analogously to general teaching efficacy, teachers believe that they are able to influence student outcome and school performance regardless of various circumstance. For instance, teachers believe themselves to be able to teach better than their parents and able to reach most of the students even though part of their learning are influenced by home environment.

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Table 4.20

Fifth Research Question and Objective with Hypothesis

Research Objective Five:

To analyse the relationship between TSE and OCB among teachers in Malaysia.

Research Question Five:

What is the relationship between TSE and OCB among teachers in Malaysia?

No.	Alternative Hypothesis:	Outcome
Hypothesis 5	TSE is significantly related to OCB.	Supported

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4.7.6 Research Objective Six: Relationship between CE and OCB

Based on the final research objective and question, the hypothesis is proposed to examine the relationship between CE and OCB. As theorized in literature review chapter, the existing study obtained a favorable result of what had been speculated in literature discussion chapter where CE is positively and significantly related to OCB which coincided with the findings of prior research conducted by Jackson (2009) as well as Somech and Drach-Zahavy (2000) (see Table 4.21). Succinctly, CE could be strengthened by enhancing the collegial interactions which will influence the willingness of teachers to exhibit OCB within their workplace (Somech & Drach-Zahavy, 2000). The significance of relationship was found in present study due to the construct of CE which was originally rooted in TSE (Tschannen-Moran & Barr, 2004). The main difference between CE and TSE is one is for school level effect (CE) and another is for individual effect (TSE). If teachers believed that their combine effort of the school as a whole would make a difference in school performance, they would be more willing to perform citizenship behaviour in school environment (Goddard, Hoy & Hoy, 2000).

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Table 4.21

Sixth Research Question and Objective with Hypothesis

Research Objective Six:		
To analyse the relationship between CE and OCB among teachers in Malaysia.		
Research Question Six:		
What is the relationship between CE and OCB among teachers in Malaysia?		
No.	**Alternative Hypothesis:**	**Outcome**
Hypothesis 6	CE is significantly related to OCB.	Supported

4.8 Conclusion

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In summary, this chapter has presented the response rate of data collection, coding process by providing examples and descriptive analysis which study on respondent's characteristics and average score for each construct. After the descriptive study, a model was drawn and assessed the measurement model by confirming adequate validity, reliability and normality of data set. The assessment of structural model has been carried out as well as findings of each hypothesized relationship outlined and drawn on the structural model. The findings revealed that OJ, trust, TSE and CE were significantly related to OCB at the significant level of 0.05. Based on these four relationships, it was posited that TSE (β=0.473, t=16.492, p<0.01) has the greatest impact on OCB followed by trust (β=0.391, t=11.881, p<0.01), OJ (β=0.216, t=5.716, p<0.01) and CE has the least impact on OCB (β=0.054, t=1.917, p<0.05). Next, the

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dimensions of OJ were tested and found that IJ and OCB was most statistically significant (β=0.145, t=4.871, p<0.01). Unlikely to PJ (β=0.022, t=0.748) which was found not significant related to OCB. The OJ and its dimensions were also indicated significant results. For mediation analysis, it was reported that trust is significantly mediated the relationships between OJ and OCB (β=0.794, t=38.731, p<0.01) as well as its dimensions of OJ and OCB. Among the mediation findings, it was evidenced that trust is mediated the most on the relationship between IJ and OCB (β=0.167, t=6.168, p<0.01), followed by PJ and OCB (β=0.100, t=4.759, p<0.01) and least trust mediation effect is between DJ and OCB (β=0.052, t=2.255, p<0.05). Thus, all hypothesized relationships were statistically supported, except the hypothesis 1a.

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CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

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5.0 Introduction

In view of research problem highlighted whereby the education performance is deteriorating in both national and international level, it is well noted that teachers is playing an important role in improving Malaysian education performance by ensuring efficiency and effectiveness of any school organisation. In order to achieve the objective of Economic Transformation Programme as well as Malaysia Education Blueprint, there were six research questions to be answered and six research objectives to be achieved by testing six proposed main hypotheses. A detail discussion was carried out based on research objective and research question with evidenced results shown in chapter four: data analysis, findings and discussion. Of the 15 hypotheses, 14 hypotheses were statistically supported with the structural equation modeling analysis using PLS approach. The predictors: OJ, trust, TSE and CE

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explained 67.7 percent of variance in OCB and indicated that each predictor was found to be significantly related to OCB.

5.1 Research Summary

In the light of this research, there were six research objectives and six research questions being formed in Chapter One, Introduction. Six main research hypotheses were formulated in accordance to research model where each main hypothesis was built to achieve each research objective and answer each research question. The research model and research hypotheses were supported by previous research in both empirical aspect and conceptual aspect. The target respondent was identified which government teachers teaching in secondary school in Perak. A multistage sampling technique is adopted: stratified sampling technique and random sampling technique. Total of 411 samples were collected and analysed using SPSS software and SmartPLS software with the approach of PLS-SEM.

Through the findings of this research, all proposed hypotheses are supported except the hypothesis H1a: there is insignificant relationship between PJ and OCB on teachers in Perak. Conversely, the parameters estimates statistics result shows that the exogenous variable: OJ, Trust, TSE and CE are found significantly related to OCB statically. Likewise to mediation analysis, it is also indicated that trust mediate the relationship between OJ and OCB. With a closer analysis, the trust is also significantly mediate the relationship between each dimension of OJ and OCB.

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Similarly to the direct relationship, each dimension of OJ is also strongly related to trust and OCB. Lastly, the empirical findings of this research has validated the goodness of the proposed research model. Succinctly, the model is deemed to be valid on the context of education in Perak.

5.2 Overview of the Findings

It is worth to be claimed that all exogenous variables: OJ, Trust, TSE and CE are significantly related to OCB. The empirical analysis of this research, there is one caveat to be noted that the interactional justice is found to be most important as compared procedural justice and distributional justice in relationship with OCB. On the basis of this finding, teachers are more sensitive to interactional justice whereby it is crucial to course leader and headmaster to have timely and reasonable communication with their subordinates. Besides, the course leader and headmaster should treat their teachers with respect, dignity and in a polite manner.

Similarly to the relationship between the dimensions of OJ and trust, the dimension of IJ is found to be strongest relationship with OCB as compared to PJ and DJ. If teachers perceived high in interactional fairness whereby teachers were treated with dignity, respect and polite manner, it would definitely increase the level of trust of individual towards principals or school. Analogously, it is essential for course leader and headmaster to provide reasonable and sufficient explanations to teachers on the appraisal result so as to enhance their trust towards school.

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More importantly, the trust is significantly mediate the relationship between OJ and OCB. The strongest mediation effect is found when trust mediate the relationship between IJ and OCB. It is purported that a sufficient interpersonal justice and informational justice between principal and teachers would nurture trust in school environment and increase the likelihood of exercising citizenship behaviour in later stage. Apart from this findings, the trust is also serve as a vital construct in promoting OCB in school environment. In accordance with previous discussion, it is entail that human relationship is playing an important role to increase the trust among the teachers as well as headmaster or principals. Therefore, it would further ensure that the citizenship like behaviour are engrafted into the human heart.

Lastly, the findings purported that the TSE and CE are significantly related to OCB. Regardless of individual level or school level, the efficacy would resulted an increase in self-belief whereby teachers believe that their ability is sufficiently and able to accomplish a specific teaching task in a school. Additionally, teachers perceived and believed that the efforts of the school as a whole will have a positive effect on students and improve school performance. The CE could be strengthened through enhancing the collegial interactions. By forming group to accomplish certain task and project, it would increase the mutual understanding, promote healthy relationships as well as empathy among peers. Subsequently, it would encourage and higher chances that teachers are willing to make innovative suggestions to improve the overall quality of school, help peers voluntarily when they facing problem in their job duties and tasks, helping others with heavy workloads as well as helping management to train and guiding new employees

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5.3 Implications

In view of overview of the findings, the presentation of implication for theoretical, managerial and methodology perspective would be discussed in the following section. The purpose of the implication is to highlight the importance of current research findings as well as provide possible new insight to researchers theoretically as well as methodologically and school administrator practically.

5.3.1 Theoretical Implications

Based on the theoretical implication, there are several significant implications which need to be highlighted. As proposed by Colquitt and Zapata-Phelan (2007), the theoretical contribution is more towards testing existing theory instead of theory building. The theory testing could be divided into five levels: ground prediction with logical speculation (Level 1), with references to past findings (Level 2), with existing conceptual arguments (Level 3), with existing models, diagrams or figures (Level 4) and with existing theory (Level 5) (Colquitt & Zapata-Phelan, 2007). In this research study, the level of theory testing is level four which is a ground prediction with existing models, diagrams or figures.

At first, the current study tested on the relationships of several predictors: OJ, trust, TSE and CE with OCB in Education realm. Each hypothesized relationship was supported by prior research studies with logical speculation. Based on the thorough

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structural equation modeling analysis, the proposed hypotheses were re-affirmed and found to be similar to prior empirical research findings. Hence, the first level of contribution was achieved.

All the hypothesized direct relationships as well as mediation effect were supported by past empirical study findings. Several proposed relationships and mediation effect were found to be limited in education context. For instance, Yilmaz and Tasdan (2009) pointed that there is paucity empirical research on the construct of OCB in education realm. Further to this, the concept of OJ was found to be limited in education sector (Burn & Dipaola, 2013). Zeinabadi and Salehi (2011) also indicated that there is a little evidence on the association between OJ and OCB. On the basis of literature discussion, there is limited empirical evidence on the relationship between TSE and OCB as well as CE and OCB. Through this research, all these hypothesized relationships were well examined and found to be statistically and practically significant.

For mediation effect, this study extended previous research by testing the mediating effect of trust on the relationship between three types of justice: PJ, DJ and IJ and OCB. Zeinabadi and Salehi (2011) only tested the trust mediation effect on the relationship between PJ and OCB. Similarly, the PJ is the only type of justice included in Konovsky and Pugh (1994) mediation analysis. They contended that PJ is the most important type of justice as compared to DJ and IJ (Choong, Tan & Choe, 2014; Lambert, 2003; Folger & Cropanzano, 1998a). At the meantime, several empirical studies were examining the trust mediation effect between OJ and OCB

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instead of the dimensionality of justice (Guh, Lin, Fan & Yang, 2013). Besides, it is also surprising that trust mediation effect on the relationship between IJ and OCB was indicated the strongest effect, followed by PJ and OCB and DJ and OCB among Secondary school teachers in Perak.

In view of direct relationship between dimensionality of justice and OCB, IJ was found to be strongest effect on OCB, whereas PJ is not significantly related to OCB. Hence, the findings of present study are contradicting with past studies findings as they claimed that people preferred to know on how the decision making is being made instead of how their management distribute the outcome to them (Choong, Tan & Choe, 2014; Lambert, 2003). Thus, the second and third level of theoretical testing was fulfilled.

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The following theoretical testing contribution was the ground prediction with existing models proposed by several past studies: Guy (2007), Burns (2012), McKenzie (2011), Jackson (2009) and Cooper (2010). Based on the proposed conceptual model, the existing model is distinctive from mentioned models as it is not only examining the relationship of OJ and trust (Guy, 2007), OJ and OCB (Burns, 2012), trust and OCB (McKenzie, 2011), CE and OCB (Jackson, 2009; Cooper, 2010). It is inclusive of examining the mediation effect on the relationships between dimensionality of OJ and OCB. Favorably, the structural equation modeling analysis indicated that all hypothesized relationships or paths were statistically significant. The most prominent findings revealed that trust is mediating the relationship between each dimension of OJ and OCB. Other than this, it is also noted that mediation effect of

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trust is strongest in between IJ and OCB. Similar to direct relationship, it also shows that IJ is most significantly related to OCB as compared to PJ and DJ which discovered something unique as compared to prior empirical findings. Thence, the level four of theory testing was attained successfully.

5.3.2 Managerial and Practical Implications

On the basis of managerial perspective, the current research findings are essential and would provide in-depth insight to various parties. These implications were addressed in accordance to Malaysian Ministry of Education on how to improve the quality of education in Malaysia, school administrator on how to manage their school effectively and efficiently, teachers on how to work or perform better with other colleague, students on how to enhanced their academic achievement and parents on how to increase their confident toward teachers as well as school.

5.3.2.1 Ministry of Education Aspect

In view of Malaysian Ministry of Education, the Ministry of Education (MOE) should promote the practices of OCB in any of school in Malaysia. The success of school in achieving the objective and goal is greatly depending on the teachers' willingness to go beyond the formal job duties stated in the job description (Vigoda-Gadot, Beeri, Birman-Shemesh & Somech., 2007). In spite of the importance of OCB, it is

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necessary to ensure the willingness of teachers to perform citizenship behaviour in school environment. Hence, there are several points needed to be acknowledged.

An induction programme should be provided to teachers who have been appointed to a new, higher post with new responsibilities and job description. This is to familiarize the promoted teachers to a new working environment and introduce him or her pertaining to the new expectation from MOE on the new post. Further to this, MOE should encourage teachers to further their education so as to advance their knowledge and skills of teaching. Scholarship should also be provided to those teachers who are interested to pursue higher degree either master or doctorate degree. Moreover, management courses and trainings should be made available to school administrators as well as principals such as leadership training, management training, communication skills training and resolve conflict courses. All these training and courses are vitally useful for school administrators which enhance their management and leadership skills.

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5.3.2.2 School Administrator Aspect

Likewise, to school principals together with administrators, the willingness in practicing of OCB in school culture is important where the school performance, reputation, image and discipline would improve further (Oplatka, 2009). Dipaola and Tschannen-Moran (2001) also mentioned that if employees practice OCB within an organization, then the top managements of school are able to allocate more time on

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other core activities such as planning and problem solving. There are several useful notions which could be provided to school administrators on how to increase the willingness of practicing OCB in school environment. The school principals and administrators are suggested to ensure fair and just standard of procedure, policies, rules and regulations to be implemented and practiced within school realm. Subsequently, this would help to inculcate the OCB into school working culture whereby able to encourage teachers to exhibit citizenship like behavior in their workplace.

Addition to this, as trust is an important mediator on the relationship between OJ and OCB, the developing of trust is a crucial method to foster the culture of OCB in school environment. Hoy and Tarter (2004) purported that OJ and trust are inextricably linked to each other. One way to make sure the existence of justice in school, the school administrators are recommended and required to explain the practicing procedures to teachers thoroughly and provide two way communications for the clarification of outcome given as a return for teachers' efforts contributed to school. Thereafter, all these activities would promote trust in various perspectives such as trust in principal and trust in colleague as well as trust in client. By fostering trusting environment among teachers, this will encourage teachers to practice OCB in school environment.

Next, the existing empirical findings posited that TSE and CE are significantly related to OCB. Thus, the school principal or MOE could allocate more budgets to provide useful trainings and workshops that are relevant to teachers so as to enhance

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their efficacy level towards their job. Last but not least, it is also proposed to offer professional development programmes to teachers in order to develop their capabilities in performing duties and responsibilities. This is due to the majority of successful applicants to pursue in Bachelor of Education Programme are not up to the par as mentioned in the World Bank Annual Report (2013). The professional development programme is the programme that develops a "professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically" (Eleonora, 2003; Glatthorn, 1995, P. 41).

5.3.2.3 Teacher Aspect

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Lauermann (2014) mentioned that teachers are responsible to perform their professional teaching and professional judgments. They are required to exert considerable effort in preparing teaching lessons, provide guidance to their students and administrative work (Fischman, DiBara & Gardner, 2006; Halvorsen, Lee & Andrade, 2009; Lauermann, 2014). However, the teachers' role and responsibilities are beyond the teacher's prescribed job descriptions in order to ensure the success of schools (Dipaola & Hoy, 2005a; Erturk, 2007). The teacher's will only be considered effective when they perform non-prescribed roles, duties and responsibilities (Bogler & Somech, 2004; Jimmieson, Hannam & Yeo, 2010).

A number of suggestions are to be made available to teachers where practicing OCB would promote good work places and achieve organization goals (Bogler &

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Somech, 2004). Firstly, teachers are encouraged attending trainings and workshops in order to improve and update their knowledge and skills throughout their teacher careers. Through this effort, it would further enhance students' achievement, parents' satisfaction, teachers' satisfaction and sense of self-fulfillment (Oplatka, 2009; Yilmaz & Tasdan, 2009; DiPaola & Hoy, 2005a; 2005b; Somech & Bogler, 2002). Secondly, teachers should also learn from each other so as to increase their efficacy level as well as belief in joint effort of school as a whole would make changes to school achievement. Sharing of innovative teaching methods and provide creative teaching materials with other teachers is another recommended way to enhance their teaching efficacy level.

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5.3.2.4 Student and Parent Aspect

Through the effort of various parties' efforts, this would increase the confidence and trust of parents and students towards school and teachers on the abilities to teach in school environment. Somech and Bogler (2002) also mentioned that this non-prescribed organizationally beneficial behaviour will be able to increase the ability to deal with students' special needs, improvement of student discipline and enhance classroom performance. This is also confirmed by Oplatka (2009) which displaying OCB will significantly lead to positive emotions towards their students, colleague and school. Regardless of efforts contributed from various parties, students also need to carry out their responsibility to study harder with proper discipline. At the same time,

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parents are suggested to provide support to teachers who guide students in their study in home environment.

5.3.3 Methodological Implications

In the aspect of methodological implication, the PLS-SEM was used in current research with the adoption of two step approach recommended by Kock (2014) and Chin (2010). Notwithstanding of the advantages of using PLE-SEM, a large sample size instead of small sample size was collected for assessing the measurement model and structural model vigorously. Prior to assessment of measurement model, a common method bias was also examined using Harman Single Factor test and inter-construct correlation so as to ensure that there was no construct occupying more than threshold value of 50 percent. Thereafter, a series of test were conducted in order to ascertain sufficient validity and reliability such as looking at AVE, factor loadings of each item as well as composite reliability for convergent validity, squared root AVE of each construct, HTMT test and cross loadings for discriminant validity as well as cronbach alpha and composite reliability for each construct were reviewed to ensure construct reliability. Further to this, the normality of the data was also examined by employing the Kurtosis and Skewness method. Lastly, a complete assessment of structural model was done with examination of not only path estimation by looking at t-statistics, but also the examination of R-squared (R^2), effect size (f^2) and Predictive relevancy (Q^2).

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Next, the study adopted two types of sampling techniques: proportionate stratified sampling technique and random sampling technique. The sampling design in current study was divided into several stages. Firstly, the selection of number of school from each district of Perak was done with proportionate stratified sampling technique. There are a total of 246 secondary schools spread into nine district in Perak. The number of school selected in accordance to the total number of secondary schools in each district. Thereafter, the second stage is the selection of teachers from each selected school by using random sampling technique. The number of teachers selected in each district with the technique of non-proportionate stratified sampling technique which 14 teachers were chosen from each selected school. In order to ensure the sample size of the study is adequately representing the population of teacher in Perak, there were equal samples chosen from morning session and afternoon session. With careful selection of samples, it could be used to represent the entire population which might be able to generate a generalized result that adequately reflects the population.

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5.4 Future Research of the Study

On the basis of the limitations of the research highlighted in Chapter One, there are several recommendation being made so as to take note for conducting similar research in the near future. Firstly, it is suggested to further extend the research and collect data from various states in Malaysia in order to generate meaningful and more generalised findings which could be used to draw a better conclusion on teachers in Malaysia. Further to this, it is also recommended to conduct a comparison study by

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comparing between developed country and developing country with the application of similar structural model. Other than this, a comparison could be done by comparing teachers attached to school in rural area with those attached to school in urban area. Through the comparison study analysis, this could provide a clearer picture and understanding on how this structural model works in developed country and developing country as well as school in urban area and rural area. Erturk (2007) posited that the attributes and behaviors of employees may be perceived differently in varying of cultures and countries. Hence, by inculcating the same model in different country with different culture as well as rural area and urban area, it would lead to different results as well as findings.

Secondly, the most common limitation in the current research study is common method bias which normally arises in most of the research study. This is due to the adoption of self-report method in collecting samples. Thus, the researcher is advised to ensure the items adopted from prior research studies are clear and simple to understand with necessary modification. Thirdly, a longitudinal study should be recommended to be used. However, the length of data collection needed is usually at least one year or sometimes even up to several years. In brief, the longitudinal study is more time consuming and costly in any way as compared to cross-sectional study. In order to obtain clearer picture of causation between exogenous variable and endogenous variable within the structural model, it is still recommended to use longitudinal study for future research. Besides, it is also suggested to send a letter to pre-inform the selected respondent on the sincere invitation to participate in the survey in order to increase the attendance rate. Importantly, it is good to get the

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assistance from school principal or administrator to make the survey officially. Hence, it would maximize the possibility of using probability sampling technique in future study.

The questionnaire survey is one of the widely used methods by many researchers in their research study as it is one of cost effective and time saving data collection method. Although the measurement of each construct was adopted from previous research study, it is still required to conduct a rigorous validation analysis (Nielson, 2014; Boyd, Gove & Hitt., 2005). Hence, a pre-test was deployed to ensure the questionnaire as well as measurement instrument are free from grammatical error, issue of items relevancy, at an understandable and comfortable level. Besides the pre-test which has been conducted in current research, the pre-test should also include another group of expert that consists of five principals and administrators. The reason is it would be better as both side: administrators and teachers could provide their ideas based on their view. In brief, it would not create any bias in assessing the validity and reliability of measurement for each construct. Other than that, it is suggested to also look into the length, layout, format, number of lines for replies, sequencing of question as well as avoiding the possibility of social desirability issue (Hunt, Sparkman & Wilcox, 1982). In addition to that, Hardy and Ford (2014) also stated that researcher should try their best effort in minimizing linguistic miscomprehension.

The overall findings presented in current research were used to generalize the teachers from Malaysian Government secondary schools. In future, researcher and practitioner are encouraged to conduct similar research focusing on administrator as

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well as principals. There is a possibility that administrators and principals would influence the willingness of teachers practicing citizenship like behaviour. If principals and administrators feel treated unfairly, it would make them reluctant to inculcate the OCB in their school environment whereby discourage their subordinates or teachers to perform extra role behaviour. Thus, it is essential to conduct a similar research study on principals and administrators.

5.5 Conclusion

In conclusion, OCB has been identified as an essential concept for all types of organisations including education industry (Jimmieson, Hannam & Yeo, 2010; Yucel, 2008; Erturk, 2007; Bogler & Somech, 2005; Dipaola & Hoy, 2005a; 2005b; Podsakoff, MacKenzie, Paine & Bachrach, 2000). Through the current study, it enables researcher to present how the research objectives are being achieved in the light of discovered findings and discussion in Chapter Seven. The purpose of this study is to examine the influence of various exogenous constructs: OJ, trust, TSE and CE on OCB, as perceived by teachers from secondary school in Perak, Malaysia. The proposed conceptual model has been formulated in view of the literature discussion and arguments. All hypothesized relationships were supported with prior research findings conceptually and empirically.

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A vigorous assessment on the measurement model and structural model were carried out in order to generate convincing results. It is confirmed that all proposed exogenous constructs were significantly related to OCB. This shows that OCB could be sensitive to various predictors such as OJ, trust, TSE and CE. As Malaysian Government would like to transform Malaysia into a high-income nation as well as developing human capital in the NEM, it is crucial for Malaysian Government to incorporate the OCB in school environment whereby teachers are encouraged to perform OCB in school. Hence, this would give a hand in transforming education as an engine of growth over the next decade. Although the current research study was emphasized on teachers from secondary school in Perak, the result is applicable and could be generalized to entire Malaysia. The justification of this claim is that the education system is applied consistently to various states and federal territories in Malaysia. Regardless of owning an Education Department for each state or federal territory, they are still headed by MOE which is sharing the same education mission and goal.

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Based on the prominent findings, it can be concluded that trust is playing a central role in nurturing the culture with the practice OCB among teachers in school realm. In accordance to findings, OJ was found to be significantly related to trust and as a result, lead to OCB. This research also evidently recommends that trust mediated the relationship between the dimensionality of OJ and OCB where the administrators and MOE should be aware of the importance of fairness and also imperative in school environment in terms of policies, established rules and regulations as well as practices. It is undoubtedly that teachers are extremely sensitive to justice as we believe that it

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will influence the degree of trust from teachers towards administrators as well as MOE. Especially to interactional justice, the administrators and head of department are advised to communicate more often with their underlings pertaining to their received outcome and procedure. Additionally, it is also important to ensure that the outcomes allocation is sufficiently reflected on the amount of effort contributed to school. Consequently, this would further develop the trusting relationship with principals and administrator as well as MOE. Hoy and Tarter (2004) argued that both sets of conceptual underpinnings are found to be consistent which is possible to vary together in harmony. Hence, if the school principals act in a fair and just way, teachers are more likely to trust their principals and school administrators. Cultivating organisational citizenship like behaviour in schools are likely to be happening.

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Perhaps the teacher professional development programme should be implemented so as to enhance the teachers' efficacy level whereby teachers have higher confidence and are capable of carrying out their jobs and duties. The findings confirmed and revealed that TSE is significantly related to OCB. The school administrators and principals are encouraged to design a mentoring system that is useful as those experienced or senior teachers who demonstrate citizenship behaviour socialize with new teachers or inexperienced teachers. Although one of the assumptions of OCB is not directly or explicitly recognized by the management for reward, proper recognition and praise should be given to those who exert extra effort that is beneficial to the school's effectiveness and efficiency. A knowledgeable teacher without any autonomy given will discourage the practice of OCB in school environment. Thence, autonomy is also pivotal to the willingness of exhibiting OCB.

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Similarly, CE is also critical for nurturing the OCB in school culture. The influence of others to oneself in terms of efficacy is where teachers believe that joint effort would make an improvement to school. Performing OCB alone will not contribute to school's overall performance significantly as compared to collective effort which teachers believing in the school's conjoint capability can work together to achieve greater height for their respective school.

In summary, this thesis has successfully tested and presented an empirical study examining the influences of various exogenous variables: OJ, trust, TSE and CE on OCB among teachers from secondary school in Malaysia. Firstly, it is posited that all exogenous variables are significantly related to OCB in educational context in Malaysia. Secondly, trust is found to be a pivotal variable to mediate the relationship between OJ and OCB as well as dimensions of OJ and OCB. Thus, it is essential to develop a trusting relationship between teachers and principals. Through the current study, it is evidently suggested that the proposed structural model can be applied practically to Malaysian school context and contributed to the knowledge theoretically as well as methodologically. In conclusion, the findings of this thesis would be able to provide practical implications to various parties: MOE, school principals and administrators, individual teachers, students and parents. In view of this, it is recommended to foster citizenship like behaviour in school culture and its environment so as to improve the school overall performance achievement.

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Appendix A: Past Studies regard to OCB in Malaysia

Authors	Year	Sample	Findings
Munir, Khan, Khalifah, Asif & Khan	2014	289 Chinese teachers of public and private sectors in Kuala Lumpur and Johor Bahru	The study focus on the relationship of organizational cynicism with organizational politics and OCB.
Saraih, Ali & Khalid	2014	390 teachers from all primary schools in one of the state from northern region of peninsular Malaysia	The study testing the relationship of task performance and OCB with career satisfaction.
Mansor, Darus & Dali	2013	Conceptual Paper	The study testing the mediating effect of self-efficacy on the relationship between self-leadership and OCB.
Khan & Abdul Rashid	2012	30 Lecturers from one department at one university	The study testing the mediating effect of OC in the relationship between organizational culture, leadership and OJ with OCB.
Teh, Boerhannoeddin & Ismail	2012	77 Academic staff from private higher education institution in Malaysia	The study focus on the relationship of organizational culture and performance appraisal process with OCB.
Fatimah, Amiraa & Halim	2011	169 Secondary school teachers from 8 Schools in Selangor	The study focus on the relationship between OJ, organizational citizenship behavior and job satisfaction.
Mohammad, Habib & Alias	2011	79 non-academic staff of one public university	The study focus on the relationship between job satisfaction and OCB.
Khalid, Kamaruzaman Jusoff, Othman, Ismail & Abdul Rahman	2010	196 Students in one local public institutions of higher learning	The study focus on the relationship between OCB and student academic achievement.

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Appendix A (Continued)

Mohammad, Habib & Alias	2010	63 staff from one of public university	The study of OJ and OCBI and OCBO.
Meh & Nasurdin	2009	Conceptual Paper	The study focus on the relationship between job resources, job demands and OCB.
Khalid, Kassim, Ismail, Noor, Abdul Rahman & Zain	2009	263 Undergraduate business students from a public university	The study focus on the relationship of emotional intelligence and OCB with student deviance.

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Appendix B: Past Studies on Dimensionality of OCB

Year	Authors	Dimensions	Context
1983	Bateman and Organ	Compliance, Altruism, Dependability, Housecleaning, Complaints, Waste, Cooperation, Criticism of and arguing with others, and punctuality	82 Employees from a wide variety of jobs in non-academic departments in a Major Midwestern State University
1983	Smith, Organ and Near	Altruism and Generalised Compliance	422 Employees and Supervisors from 58 departments in 2 Banks
1991	William and Anderson	OCBO and OCBI	461 Full-time employees of various organisations who are pursuing MBA at local universities and 127 supervisors
1993	Becker and Vance	Altruism-local, Altruism-distant and Conscientiousness	763 Employees of a large Midwestern Military Supply company
1994	Van Dyne, Graham and Dienesch	Obedience, Loyalty and Participation	950 Employees and 169 Supervisors in various organisational settings
1992 1997	George and Brief George and Jones	Helping co-workers, protecting the organisation, making constructing suggestion, developing oneself and spreading goodwill	Conceptual Analysis
1993 1997	Borman and Motowidlo Borman and Motowidlo	Helping and cooperating with others, endorsing, supporting and defending organisational objectives, following organisational rules and procedures, persisting with enthusiasm and extra effort and volunteering to carry out task activities	Meta-Analysis

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Appendix B (Continued)

1996	Van Scotter and Motowidlo	Interpersonal Facilitation and Job Dedication	975 U.S. Air Force mechanics
1995	Moorman and Blakely	Interpersonal helping, Loyalty boosterism, Personal industry and Individual initiative	155 employees of a south-eastern financial services organisation
2000	Coleman and Boorman,	Interpersonal citizenship performance, organisational citizenship performance and job-task citizenship performance	Meta-Analysis

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Appendix D: Krejcie and Morgan (1970) Proposed Sample Size for a Given Population Size

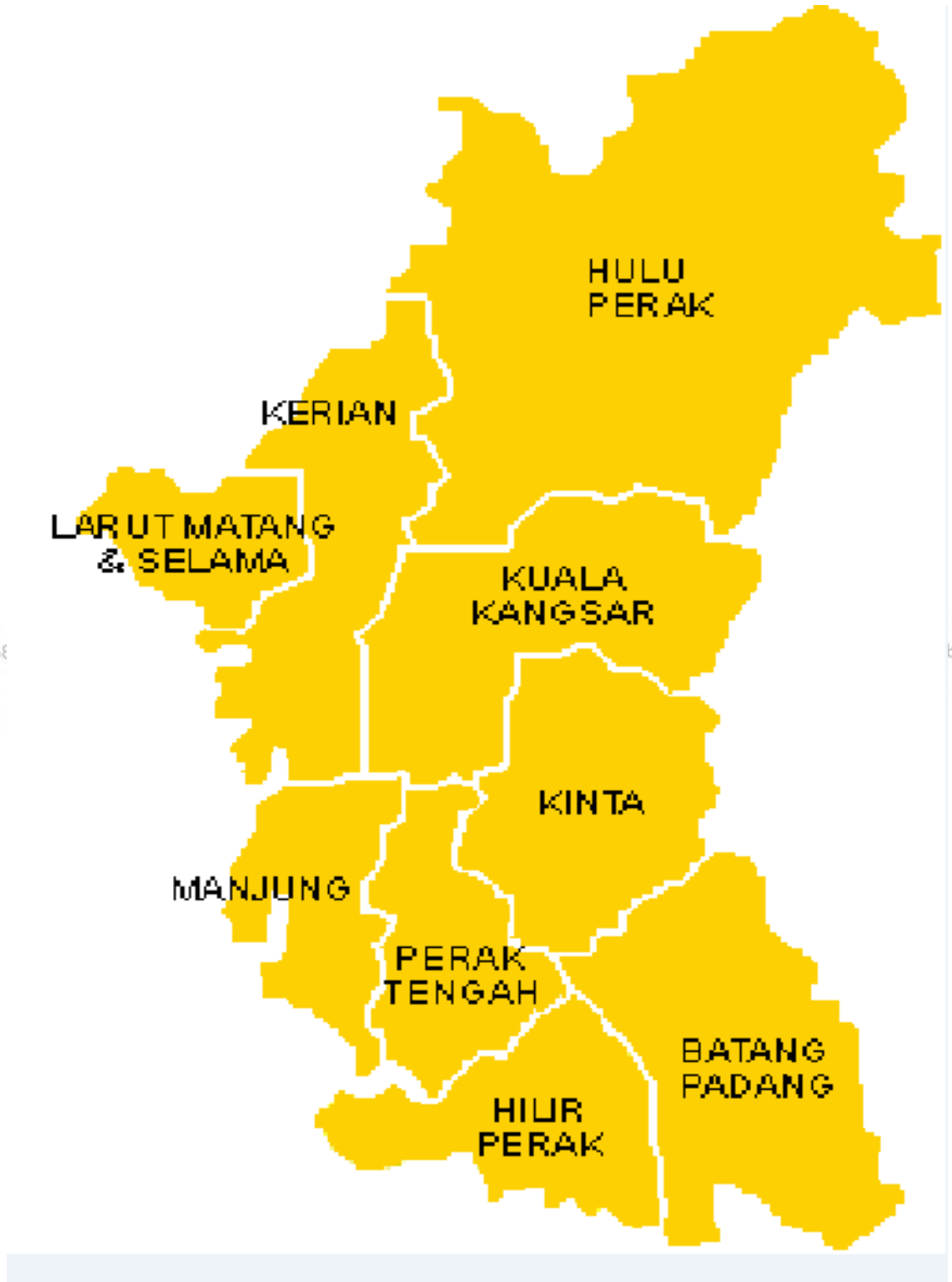
N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Sources: Adapted from Krejcie & Morgan (1970). Determining samples size for research activities. *Educational and Psychological Measurement, 30*, 607-610.
Note: S = Sample Size and N = Population Size

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Appendix D: Map of Perak State regards to Nine Districts



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Appendix E: The Original Instrument Items for Each Adopted Constructs

Organisational Citizenship Behaviour	
1.	Teachers help students on their own time
2.	Teachers waste a lot of class time.
3.	Teachers voluntarily help new teachers.
4.	Teachers volunteer to serve on new committees.
5.	Teachers volunteer to sponsor extracurricular activities.
6.	Teachers arrive to work and meetings on time.
7.	Teachers take the initiative to introduce themselves to substitutes and assist them.
8.	Teachers begin class promptly and use class time effectively.
9.	Teachers give colleagues advanced notice of changes in schedule or routine.
10.	Teachers give an excessive amount of busy work.
11.	Teacher committees in this school work productively.
12.	Teachers make innovative suggestions to improve the overall quality of our school.
13.	Teachers schedule personal appointments at times other than during the school day.
14.	Teachers are rarely absent.
15.	Teachers leave immediately after school is over.
Note: Adopted from Dipaola, M., & Tschannen-Moran, M. (2001). Organizational citizenship behavior in schools and its relationship to school climate. Journal of School Leadership, 11, 424-447.	

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Teacher's Self-Efficacy	
* Personal Teaching Efficacy	
1.	If a student masters a new math concept quickly, this might be because I knew the necessary steps in teaching that concept.
2.	When the grades of my students improve it is usually because I found more effective teaching approaches.
3.	When I really try, I can get through to most difficult students.
4.	If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson.
5.	When a student does better than usual, many times it is because I exerted a little extra effort.
6.	If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect him quickly.
7.	If one of my students could not do a class assignment, I would be able to accurately assess whether the assignment was at the correct level of difficulty.
8.	When a student is having difficulty with an assignment, I am usually able to adjust it to his/her level.
9.	When a student gets a better grade than he usually gets, it is usually because I found better ways of teaching that student.

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* General Teaching Efficacy	
10.	A teacher is very limited in what he/she can achieve because a student's home environment is a large influence on his/her achievement.
11.	If students are not disciplined at home, they aren't likely to accept any discipline.
12.	The hours in my class have little influence on students compared to the influence of their home environment.
13.	The amount that a student can learn is primarily related to family background.
14.	The influences of a student's home experiences can be overcome by good teaching.
15.	If parents would do more with their children, I could do more.
16.	Even a teacher with good teaching abilities may not reach many students.

Note: Adopted from Gibson, S., & Dembo, M. (1984). Teacher efficacy: a construct validation. Journal of Educational Psychology, 76(4), 569-582.

Collective Teachers' Efficacy	
1.	Teachers in this school are able to get through to the most difficult students.
2.	Teachers here are confident they will be able to motivate their students.
3.	If a child doesn't want to learn, teachers here give up.
4.	Teachers here don't have the skills needed to produce meaningful learning.
5.	Teachers in this school believe that every child can learn.
6.	These students come to school ready to learn.
7.	Home life provides so many advantages that students here are bound to learn.
8.	Students here just aren't motivated to learn.
9.	Teachers in this school do not have the skills to deal with student disciplinary problems.
10.	The opportunities in this community help ensure that these students will learn.
11.	Learning is more difficult at this school because students are worried about their safety.
12.	Drug and alcohol abuse in the community make learning difficult for students here.

Note: Adopted from (1) Goddard, R. D. (2002). A theoretical and empirical analysis of the measurement of collective efficacy: the development of a short form. Educational and Psychological Measurement, 62(1), 97-110. (2) Goddard, R. D., Hoy, W. K., & Hoy, A. W. (2000). Collective teacher efficacy: its meaning, measure, and impact on student achievement. American Educational Research Journal, 37(2), 479-507.

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Organisational Justice

* Procedural Justice

1. Have you been able to express your views and feelings during those procedures?
2. Have you had influence over the (outcome) arrived at by those procedures?
3. Have those procedures been applied consistently?
4. Have those procedures been free of bias?
5. Have those procedures been based on accurate information?
6. Have you been able to appeal the (outcome) arrived at by those procedures?
7. Have those procedures upheld ethical and moral standards?

Note: Adopted from (1) Thibaut, J., & Walker, L. (1975). Procedural justice: a psychological analysis. Hillsdale, NJ: Erlbaum. (2) Leventhal, G. S. (1980). What should be done with equity theory? New approaches to the study of fairness in social relationships. In K. Gergen, M. Greenberg, & R. Willis (Eds.), Social exchange: Advances in theory and research (pp. 27-55). New York: Plenum Press.

* Distributive Justice

1. Does your (outcome) reflect the effort you have put into your work?
2. Is your (outcome) appropriate for the work you have completed?
3. Does your (outcome) reflect what you have contributed to the organization?
4. Is your (outcome) justified, given your performance?

Note: Adopted from Leventhal, G. S. (1976). The distribution of rewards and resources in groups and organisations. In L. Berkowitz & W. Walster (Eds.), Advances in experimental social psychology (Vol. 9, pp. 91-131). New York: Academic Press.

* Interactional Justice

* Interpersonal Justice

1. Has (he/she) treated you in a polite manner?
2. Has (he/she) treated you with dignity?
3. Has (he/she) treated you with respect?
4. Has (he/she) refrained from improper remarks or comments?

* Informational Justice

1. Has (he/she) been candid in (his/her) communications with you?
2. Has (he/she) explained the procedures thoroughly?
3. Were (his/her) explanations regarding the procedures reasonable?
4. Has (he/she) communicated details in a timely manner?
5. Has (he/she) seemed to tailor (his/her) communications to individuals' specific needs?

Note: Adopted from (1) Bies, R. J., & Moag, J. S. (1986). Interactional justice; communication criteria of fairness. In R. J. Lewicki, B. H. Sheppard, & B. H. Bazerman (Eds.),Research on negotiation in organisations (Vol. 1, pp. 43-55). Greenwich, CT: JAI Press. (2) Shapiro, D. L., Buttner, E. H., & Barry, B. (1994). Explanations: What factors enhance their perceived adequacy? Organisational Behaviour and Human Decision Processes, 58, 346-368.

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Trust
* Trust in Principals
1. Teachers in this school trust each other.
2. Teachers in this school typically look out for each other.
3. Even in difficult situations, teachers in this school can depend on each other.
4. When teachers in this school tell you something, you can believe it.
5. Teachers in this school are open with each other.
6. Teachers in this school are suspicious of each other.
7. Teachers in this school have faith in the integrity of their colleagues.
8. Teachers in this school do their job well.
* Trust in Colleague
1. The teachers in this school have faith in the integrity of the principal.
2. Teachers in this school can rely on the principal.
3. The principal doesn't tell teachers what is really going on.
4. The principal in this school is competent in doing his or her job.
5. Teachers in this school trust the principal.
6. The teachers in this school are suspicious of most of the principal's actions.
7. The principal of this school does not show concern for the teachers.
8. The principal in this school typically acts with the best interests of the teachers.
* Trust in Clients
1. Students in this school can be counted on to do their work.
2. Teachers can count on parental support.
3. Students here are secretive.
4. Students in this school care about each other.
5. Teachers in this school trust the parents.
6. Parents in this school are reliable in their commitments.
7. Teachers in this school trust their students.
8. Teachers in this school believe what parents tell them.
9. Teachers think that most parents do a good job.
10. Teachers here believe that students are competent learners.

Note: Adopted from Hoy, W. K., & Tschnannen-Moran, M. (2003). The conceptualisation and measurement of faculty trust in schools. In W.K. Hoy & C. Miskel (Eds.), Studies in leading and organizing schools (pp. 181-207). Greenwich, CT: Information Age Publishing.

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Appendix F: Scale Measurement regards to Questionnaire Items

Sections	Items	Number of Items	Descriptions	Scale
A	Level of Teaching	1	Respondents' are required to indicate either pre-school, primary or secondary school level	Ordinal Scale
	Type of School	1	Respondents' are required to indicate one type of school from the list provided: Regular School, Fully Residential School, Religious School, Technical School, Vocational School, Special Education School, Special Model School, Sports School. Arts School and Government Aided Religious School	Nominal Scale
	Do you hold any administrative position?	1	Respondents' are required to indicate either "Yes" or "No", If Yes, then the respondent will need to specify the administrative position.	Nominal Scale
Total Questions (Section A):		**3**		
B	**OCB**	15 (1-15)	Five Point Likert Scale ranged from 1 representing strongly disagree to 5 representing strongly disagree	Interval Scale
Total Questions (Section B):		**15**		
C	**OJ**			
	PJ	7 (1-7)	Five Point Likert Scale ranged from 1 representing strongly disagree to 5 representing strongly disagree	Interval Scale
	DJ	4 (8-11)		
	IJ			
	IPJ	4 (12-15)		
	IMJ	5 (16-20)		
Total Questions (Section C):		**20**		
D	**Trust**			
	TCO	8 (1-8)	Five Point Likert Scale ranged from 1 representing strongly disagree to 5 representing strongly disagree	Interval Scale
	TPR	8 (9-16)		
	TCL	10 (17-26)		
Total Questions (Section D):		**26**		
E	**TSE**			
	PTE	9 (1-9)	Five Point Likert Scale ranged from 1 representing strongly disagree to 5 representing strongly disagree	Interval Scale
	GTE	7 (10-16)		
Total Questions (Section E):		**16**		

Continued

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Appendix 3.5 (continued)

Sections	Items	Number of Items	Descriptions	Scale
F	**CE**	12 (1-12)	Five Point Likert Scale ranged from 1 representing strongly disagree to 5 representing strongly disagree	Interval Scale
Total Questions (Section F):		**12**		
G	Gender	1	Male or Female	Nominal Scale
	Age	1	Respondents' are required to indicate their age in Years.	Ratio Scale
	Race	1	Malay, Chinese, Indian or Others	Nominal Scale
	Highest Education Qualification	1	Secondary level (SPM), Form Six (STPM), Diploma, Advanced Diploma, Bachelor Degree, Master Degree, Doctorate Degree, Post Doctorate Degree or Others	Ordinal Scale
	Teaching Experience	1	Respondents' are required to indicate teaching experience in Years.	Ratio Scale
	Hometown	1	Respondents' are required to indicate their hometown by stating the state.	Nominal Scale
	Marital Status	1	Respondents' are required to indicate either single or married.	Nominal Scale
	Do you have child/children?	1	Respondents are required to indicate either "Yes" or "No".	Nominal Scale
	How many children?	1	Respondents are required to indicate the number in word.	Ratio Scale
Total Questions (Section A):		**9**		
Total Questions for All Sections:		**101**		

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Appendix G: Personal Data Protection Act 2010

PERSONAL DATA PROTECTION STATEMENT

Please be informed that in accordance with Personal Data Protection Act 2010 ("PDPA") which came into force on 15 November 2013, I'm is hereby bound to make notice and require consent in relation to collection, recording, storage, usage and retention of personal information.

1. Your responses and the research findings will be used for academic purpose only.

2. I am committed in ensuring the confidentiality, protection, security and accuracy of your personal information made available to me. I would also ensure that your personal data shall not be used for political and commercial purposes.

Consent:

1. By submitting this form you hereby authorise and consent to me processing your personal data and any updates of your information, for the purposes and/or for any other purposes related to the purpose.

2. If you do not consent or subsequently withdraw your consent to the processing of your personal data, I will not be able to fulfill our obligations or to contact you or to assist you in respect of the purposes and/or for any other purposes related to the purpose.

3. You may access and update your personal data by writing to me at alexleochoongyo@gmail.com.

Acknowledgment of Notice

[ ] I have been notified by you and that I hereby understood, consented and agreed per your above notice. You may proceed to answering the survey.

[ ] I disagree, my personal data will not be processed. Thank you for your precious time and you may return the empty survey to researcher.

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Appendix H: The Sample of Finalised Questionnaire

No:

SURVEY ON ORGANISATIONAL CITIZENSHIP BEHAVIOUR IN SCHOOL, MALAYSIA

Dear Respectful Participant,

My name is Choong Yuen Onn, a Doctor of Philosophy (Educational Management) candidate of Sultan Idris Education University (UPSI). This survey is part of my PhD research study. My target respondent is teachers in Malaysia. Hence, I would like to invite you to participate in a survey which examines ***"The Willingness of Malaysian Teachers' in Practicing Organisational Citizenship Behaviour in School Workplace"***.

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The validity of this study highly depends on your truthful and honest reply. The participation is voluntary basis and you may discontinue your participation. Hereby, I assure you that the information collected from you will be kept strictly private and confidential. All responses and findings will be used for academic purpose only.

I shall be grateful if you could spare about 15 to 20 minutes of your valuable time in filling up the questionnaire. Your kind cooperation and contribution is very much appreciated. If you have any question regarding to my questionnaire, you may reach me at alexleochoongyo@gmail.com.

Thank You.

Yours Sincerely,

Choong Yuen Onn
(Email: alexleochoongyo@gmail.com)
PhD Candidate,
Doctor of Philosophy (Educational Management),
Institute of Postgraduate Study,
Sultan Idris Education University.

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Teachers' Organisational Citizenship Behaviour Survey

Section A: General Information

Please tick only **ONE** option that is most favorable or appropriate to you.

1. Level of Teaching
   - O Pre-School
   - O Primary School
   - O Secondary School

2. Type of School
   - O Regular School
   - O Fully Residential School
   - O Religious School
   - O Technical School
   - O Vocational School
   - O Special Education School
   - O Special Model School
   - O Sports School
   - O Arts School
   - O Government Aided Religious School

3. Do you hold any administrative position?
   - O Yes
   - O No

   If yes, please specify
   [_____]

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Section B: Organisational Citizenship Behaviour

Please **CIRCLE** only **ONE** option that best indicates your frequency of occurrence with respect to your work role in school workplace in the following statements.

Responses	Scale	
Never	- 1	- (N)
Rarely	- 2	- (R)
Sometimes	- 3	- (S)
Often	- 4	- (O)
Always	- 5	- (A)

No.	Items	N	R	S	O	A
1.	I help students during my private time.	1	2	3	4	5
2.	I wasted a lot of class times.	1	2	3	4	5
3.	I help new teachers voluntarily.	1	2	3	4	5
4.	I volunteer to serve on new committees.	1	2	3	4	5
5.	I volunteer to sponsor extracurricular activities.	1	2	3	4	5
6.	I arrive for work and meetings punctuality.	1	2	3	4	5
7.	I take the initiative to introduce myself to substitutes and assist new teachers.	1	2	3	4	5
8.	I begin class immediately and use class time effectively.	1	2	3	4	5
9.	I give colleagues advanced notice of changes in schedule or routine.	1	2	3	4	5
10.	I have been given an excessive amount of hectic works.	1	2	3	4	5
11.	Teacher committees in my school work productively.	1	2	3	4	5
12.	I make innovative suggestions to improve the overall quality of my school.	1	2	3	4	5
13.	I schedule personal appointments at times other than the official working hours at school.	1	2	3	4	5
14.	I rarely absent.	1	2	3	4	5
15.	I leave immediately after school is over.	1	2	3	4	5

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Section C: Organisational Justice

Please **CIRCLE** only **ONE** option that best indicates your agreement level with the following statements which reflect how you feel about justice in school workplace.

Responses	Scale	
Strongly Disagree	- 1	- (SD)
Disagree	- 2	- (D)
Neither Agree Nor Disagree	- 3	- (N)
Agree	- 4	- (A)
Strongly Agree	- 5	- (SA)

Procedure = the process of making decision of evaluation, promotions, demotions, terminations, salary increment, bonuses, and other types of benefits

No.	Items	SD	D	N	A	SA
	Procedural Justice					
1.	I able to express my views and feelings during those procedures.	1	2	3	4	5
2.	I able to influence over the outcome arrived at by those procedures.	1	2	3	4	5
3.	I believe procedures have been applied consistently and fairly.	1	2	3	4	5
4.	I believe procedures have been free of bias.	1	2	3	4	5
5.	I believe procedures have been based on accurate information.	1	2	3	4	5
6.	I able to appeal the outcome arrived at by those procedures.	1	2	3	4	5
7.	I believe procedures have upheld ethical and moral standards.	1	2	3	4	5
	Distributive Justice					
8.	My outcome is reflected the effort I have put into my work.	1	2	3	4	5
9.	My outcome is appropriate for the work I have completed.	1	2	3	4	5
10.	My outcome is reflected what I have contributed to the organisation.	1	2	3	4	5
11.	My outcome is justified, given my performance.	1	2	3	4	5

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Interpersonal Justice						
12.	The principal has treated me in a polite manner.	1	2	3	4	5
13.	The principal has treated me with dignity.	1	2	3	4	5
14.	The principal has treated me with respect.	1	2	3	4	5
15.	The principal has refrained me from improper remarks or comments.	1	2	3	4	5
Informational Justice						
16.	My School' principal has been candid in his/her communications with me.	1	2	3	4	5
17.	My School's principal has explained the procedures thoroughly.	1	2	3	4	5
18.	My School's principal explanations regarding the procedures were reasonable.	1	2	3	4	5
19.	My School's principal has communicated details regarding the procedures in a timely manner.	1	2	3	4	5
20.	My School's principal has seemed to tailor his/her communications to individuals' specific needs.	1	2	3	4	5

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Section D: Trust

Please **CIRCLE** only **ONE** option that best indicates your agreement level with the following statements which reflect your level of trust put in school workplace.

Responses	Scale	
Strongly Disagree	- 1	- (SD)
Disagree	- 2	- (D)
Neither Agree Nor Disagree	- 3	- (N)
Agree	- 4	- (A)
Strongly Agree	- 5	- (SA)

No.	Items	SD	D	N	A	SA
	Trust in Colleague					
1.	I trust each other in my school.	1	2	3	4	5
2.	I typically look out for each other in my school.	1	2	3	4	5
3.	Even in difficult situations, I can depend on each other in my school.	1	2	3	4	5
4.	When teachers in my school tell me something, I can believe it.	1	2	3	4	5
5.	I am open with each other in my school.	1	2	3	4	5
6.	I am suspicious of each other in my school.	1	2	3	4	5
7.	I have faith in the integrity of my colleagues in my school.	1	2	3	4	5
8.	My colleagues do their job well.	1	2	3	4	5
	Trust in Principal					
9.	I have faith in the integrity of my school principal.	1	2	3	4	5
10.	I can rely on my school principal.	1	2	3	4	5
11.	The principal does not tell me what is really going on.	1	2	3	4	5
12.	The principal in my school is competent in doing his or her job.	1	2	3	4	5
13.	I trust my school principal.	1	2	3	4	5

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14.	I am suspicious of most of the principal's actions in my school.	1	2	3	4	5
15.	The principal of my school does not show concern for the teachers.	1	2	3	4	5
16.	The principal in my school typically acts with the best interests of teachers.	1	2	3	4	5
Trust in Clients (Students and Parents)						
17.	Students in my school can be counted on to do their work.	1	2	3	4	5
18.	I can count on parental support.	1	2	3	4	5
19.	Students here are secretive.	1	2	3	4	5
20.	Students in my school care about each other.	1	2	3	4	5
21.	I trust the parents in my school.	1	2	3	4	5
22.	Parents in my school are reliable in their commitments.	1	2	3	4	5
23.	I trust my school students.	1	2	3	4	5
24.	I believe what parents tell them in my school.	1	2	3	4	5
25.	I think that most parents do a good job.	1	2	3	4	5
26.	I believe that students are competent learners.	1	2	3	4	5

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Section E: Teacher Self-Efficacy

Please **CIRCLE** only **ONE** option that best indicates your agreement level with the following statements which reflect your level of self-efficacy in school workplace.

Responses	Scale	
Strongly Disagree	- 1	- (SD)
Disagree	- 2	- (D)
Neither Agree Nor Disagree	- 3	- (N)
Agree	- 4	- (A)
Strongly Agree	- 5	- (SA)

No.	Items	SD	D	N	A	SA
	Personal Teaching Efficacy					
1.	If a student masters a new concept quickly, this might be because I knew the necessary steps in teaching that concept.	1	2	3	4	5
2.	When the grades of my students improve it is usually because I found more effective teaching approaches.	1	2	3	4	5
3.	When I really try, I can get through to most difficult students.	1	2	3	4	5
4.	If a student did not remember information I gave in previous lesson, I would know how to increase his/her attention in the next lesson.	1	2	3	4	5
5.	When a student does better than usual, many times it is because I exerted a little extra effort.	1	2	3	4	5
6.	If a student in my class becomes disruptive and noisy, I assured that I know some techniques to redirect him quickly.	1	2	3	4	5
7.	If one of my students could not do a class assignment, I able to accurately assess whether the assignment was at the correct level of difficulty.	1	2	3	4	5
8.	When a student is having difficulty with an assignment, I am usually able to adjust it to his/her level	1	2	3	4	5
9.	When a student gets a better grade than he usually gets, it is common because I found better ways of teaching that student.	1	2	3	4	5

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General Teaching Efficacy						
10.	I am very limited in what I can achieve because a student's home environment is a large influence on student's achievement.	1	2	3	4	5
11.	If students are not disciplined at home, they are not likely to be disciplined.	1	2	3	4	5
12.	The hours in my class have little influence on students compared to the influence of their home environment.	1	2	3	4	5
13.	The amount that a student can learn is primarily related to family background.	1	2	3	4	5
14.	The influences of a student's home experiences can be overcame by good teaching.	1	2	3	4	5
15.	If parents could do more with their children, I could do more too.	1	2	3	4	5
16.	Even I with good teaching abilities may not be able to teach many students effectively.	1	2	3	4	5

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Part F: Collective Teachers' Efficacy

Please **CIRCLE** only **ONE** option that best indicates your agreement level with the following statements which reflect your level of collective teachers' efficacy in school workplace.

Responses	Scale	
Strongly Disagree	- 1	- (SD)
Disagree	- 2	- (D)
Neither Agree Nor Disagree	- 3	- (N)
Agree	- 4	- (A)
Strongly Agree	- 5	- (SA)

No.	Items	SD	D	N	A	SA
1.	Teachers in my school are able to get through to the most difficult students.	1	2	3	4	5
2.	Teachers here are confident because they able to motivate their students.	1	2	3	4	5
3.	If a child does not want to learn, teachers here will give up.	1	2	3	4	5
4.	Teachers here do not have the skills needed to produce meaningful learning.	1	2	3	4	5
5.	Teachers in my school believe that every child can learn.	1	2	3	4	5
6.	These students come to school ready to learn.	1	2	3	4	5
7.	Home life provides so many advantages that students here are bound to learn.	1	2	3	4	5
8.	Students here are not motivated to learn.	1	2	3	4	5
9.	Teachers in my school do not have the skills to deal with disciplinary problems among students.	1	2	3	4	5
10.	The opportunities in my school help in ensuring these students will learn.	1	2	3	4	5
11.	Learning is more difficult in my school because students are worried about their safety.	1	2	3	4	5
12.	Smoking and bullying in the school make learning difficult for students here.	1	2	3	4	5

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Section G: Participant Profile

Please answer all questions.

1. Gender
   O Male
   O Female

2. Age
   [_____Years]
   (Please indicate in Years)

3. Race
   O Malay
   O Chinese
   O Indian
   O Others: _____(Please Specify)

4. Highest Education Qualification
   O Secondary Level (SPM)
   O Form Six (STPM)
   O Diploma
   O Advanced Diploma
   O Bachelor Degree
   O Master Degree
   O Doctorate Degree
   O Post Doctorate Degree
   O Others: _____(Please Specify)

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5. Teaching Experience
   [_____Years]
   (Please indicate in Years)

6. Hometown
   [_____]
   (Please indicate the State)

7. Marital Status
   O Single
   O Married

8. Do you have child / children?
   O Yes
   O No
   (If yes, please proceed to last question)

9. How many children?
   [_____]
   (Please indicate in words)

Thank you for your time and participation.
Please return the questionnaire to:
Universiti Tunku Abdul Rahman, Perak Campus,
Jalan Universiti, Bandar Barat, 31900 Kampar, Perak, Malaysia.

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Appendix I: Validity and Reliability Analyses for Pilot Study

Construct	Item	Factor loading	Average Variance Extracted (AVE)	Composite Reliability	Cronbach's alpha
OCB	OCB9	.925	.693	.971	.967
	OCB15	.923			
	OCB8	.910			
	OCB10	.884			
	OCB5	.873			
	OCB13	.873			
	OCB7	.866			
	OCB12	.854			
	OCB14	.846			
	OCB6	.801			
	OCB2	.788			
	OCB3	.781			
	OCB4	.769			
	OCB11	.711			
	OCB1	.625			
OJ	IJ4	.974	.759	.984	.982
	IJ5	.954			
	IJ2	.945			
	IJ8	.944			
	PJ7	.943			
	DJ1	.936			
	IJ1	.935			
	IJ7	.930			
	DJ2	.903			
	IJ9	.902			
	IJ6	.899			
	PJ5	.889			
	IJ3	.875			
	DJ3	.842			
	PJ6	.815			
	PJ2	.814			
	PJ4	.804			
	PJ3	.785			
	DJ4	.720			
	PJ1	.571			

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Appendix 3.8 (continued)

Trust	TP7	.944	.724	.985	.985
	TCL8	.943			
	TCL3	.937			
	TCO7	.919			
	TCL7	.916			
	TCL6	.913			
	TCL5	.908			
	TCO5	.906			
	TCL2	.904			
	TP1	.903			
	TCO8	.900			
	TP5	.887			
	TCL4	.887			
	TCL1	.874			
	TP4	.870			
	TCO2	.797			
	TP8	.843			
	TP6	.825			
	TP2	.814			
	TCO4	.810			
	TCO6	.788			
	TCO3	.786			
	TP3	.785			
	TCL10	.717			
	TCL9	.666			
	TCO1	.564			
TSE	GTE3	.944	.672	.970	.972
	PTE9	.924			
	GTE4	.920			
	PTE6	.914			
	GTE6	.910			
	PTE8	.903			
	GTE5	.892			
	GTE7	.886			
	PTE7	.874			
	GTE1	.865			
	PTE5	.809			
	PTE1	.776			
	GTE2	.751			
	PTE4	.643			

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Appendix 3.8 (continued)

	PTE2	.630			
	PTE3	.588			
CE	CTE6	.948	.803	.980	.978
	CTE10	.942			
	CTE5	.939			
	CTE8	.938			
	CTE11	.938			
	CTE4	.936			
	CTE7	.926			
	CTE9	.876			
	CTE12	.866			
	CTE3	.833			
	CTE1	.794			
	CTE2	.788			

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Appendix J: Coding Sample for Demographic Data

No.	Variable Names	Measure	Value and Label	
1.	Gender	Nominal	Male	---------- 1
			Female	---------- 2
2.	Age Group	Ordinal	Below 30	----------1
			30 – 39	----------2
			40 – 49	----------3
			50 and Above	----------4
3.	Races	Nominal	Malay	----------1
			Chinese	----------2
			Indian	----------3
			Others	----------4
4.	Highest Education Qualification	Ordinal	Form Six (STPM)	----------1
			Diploma	----------2
			Advanced Diploma	----------3
			Bachelor Degree	----------4
			Master Degree	----------5
			Doctorate Degree	----------6
			Post Doctorate Degree	----------7
			Others	----------8

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Appendix J (continued)

No.	Variable Names	Measure	Value and Label	
5.	Teaching Experience	Ordinal	Less than 5 Years	----------1
			5 – Less than 10 Years	----------2
			10 – Less than 15 Years	----------3
			15 – Less than 20 Years	----------4
			20 – Less than 25 Years	----------5
			25 Years or More	----------6
6.	Hometown	Nominal	Perak	----------1
			Other than Perak	----------2
7.	Marital Status	Nominal	Single	----------1
			Married	----------2
8.	Do you have child/children?	Nominal	Yes	----------1
			No	----------2
9.	How many children?	Ordinal	One Child	----------1
			Two Children	----------2
			Three Children	----------3
			Four Children	----------4
			More than Four Children	----------5

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Appendix K: Coding Samples for Each Variable and Dimension

No.	Variable Name and Label Name	Measure	Value and Label	
1.	OCB Question 1 – OCB1	Interval	Never	----------1
			Rarely	---------- 2
			Sometimes	----------3
			Often	----------4
			Always	----------5
2.	PJ Question 1 – PJ1	Interval	Strongly Disagreed	----------1
			Disagreed	---------- 2
			Neutral	----------3
			Agreed	----------4
			Strongly Agreed	----------5
3.	DJ Question 1 – DJ1	Interval	Strongly Disagreed	----------1
			Disagreed	---------- 2
			Neutral	----------3
			Agreed	----------4
			Strongly Agreed	----------5
4.	IJ – Interpersonal Justice Question 1 – IPJ1	Interval	Strongly Disagreed	----------1
			Disagreed	---------- 2
			Neutral	----------3
			Agreed	----------4
			Strongly Agreed	----------5
5.	IJ – Informational Justice Question 1 – IMJ1	Interval	Strongly Disagreed	----------1
			Disagreed	---------- 2
			Neutral	----------3
			Agreed	----------4
			Strongly Agreed	----------5

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Appendix K (continued)

No.	Variable Name and Label Name	Measure	Value and Label	
6.	TCO Question 1 – TCO1	Interval	Strongly Disagreed	----------1
			Disagreed	---------- 2
			Neutral	----------3
			Agreed	----------4
			Strongly Agreed	----------5
7.	TPR Question 1 – TPR1	Interval	Strongly Disagreed	----------1
			Disagreed	---------- 2
			Neutral	----------3
			Agreed	----------4
			Strongly Agreed	----------5
8.	TCL Question 1 – TCL1	Interval	Strongly Disagreed	----------1
			Disagreed	---------- 2
			Neutral	----------3
			Agreed	----------4
			Strongly Agreed	----------5
9.	TSE:	Interval	Strongly Disagreed	----------1
	Personal Teaching Efficacy Question 1 – PTE1		Disagreed	---------- 2
			Neutral	----------3
			Agreed	----------4
			Strongly Agreed	----------5
10.	TSE:	Interval	Strongly Disagreed	----------1
	General Teaching Efficacy Question 1 – GTE1		Disagreed	---------- 2
			Neutral	----------3
			Agreed	----------4
			Strongly Agreed	----------5

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Appendix K (continued)

No.	Variable Name and Label Name	Measure	Value and Label	
11.	CE Question 1 – CE1	Interval	Strongly Disagreed	----------1
			Disagreed	---------- 2
			Neutral	----------3
			Agreed	----------4
			Strongly Agreed	----------5

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Appendix L: Harman's Single Factor Result

Component	Initial Eigenvalues			Extraction Sums of Square Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	38.538	43.301	43.301	38.538	43.301	43.301
2	5.872	6.598	49.899	5.872	6.598	49.899
3	5.303	5.958	55.857	5.303	5.958	55.857
4	3.744	4.207	60.064	3.744	4.207	60.064
5	3.066	3.444	63.508	3.066	3.444	63.508
6	2.570	2.888	66.396	2.570	2.888	66.396
7	2.176	2.445	68.841	2.176	2.445	68.841
8	1.590	1.787	70.628	1.590	1.787	70.628
9	1.456	1.636	72.264	1.456	1.636	72.264
10	1.416	1.591	73.855	1.416	1.591	73.855
11	1.339	1.504	75.359	1.339	1.504	75.359
12	1.286	1.444	76.803	1.286	1.444	76.803
13	1.259	1.415	78.218	1.259	1.415	78.218
14	1.140	1.281	79.499	1.140	1.281	79.499
15	1.062	1.193	80.692	1.062	1.193	80.692
16	1.013	1.138	81.830	1.013	1.138	81.830
17	.936	1.052	82.882			
18	.882	.991	83.873			
19	.803	.902	84.775			
20	.777	.873	85.648			
21	.729	.819	86.468			
22	.667	.749	87.217			
23	.657	.739	87.956			
24	.642	.721	88.677			
25	.568	.638	89.315			
26	.554	.623	89.937			
27	.506	.569	90.506			
28	.496	.558	91.064			
29	.457	.514	91.578			
30	.425	.478	92.056			
31	.400	.449	92.505			
32	.370	.416	92.921			
33	.347	.390	93.311			
34	.315	.354	93.665			
35	.312	.351	94.016			
36	.301	.338	94.354			
37	.292	.328	94.682			
38	.274	.308	94.990			
39	.266	.299	95.289			
40	.238	.267	95.557			
41	.233	.262	95.818			
42	.221	.249	96.067			
43	.218	.245	96.312			
44	.209	.235	96.547			
45	.200	.224	96.772			
46	.196	.220	96.991			
47	.176	.198	97.189			
48	.164	.185	97.374			
49	.158	.178	97.551			
50	.150	.169	97.720			
51	.147	.165	97.885			
52	.144	.162	98.047			
53	.130	.147	98.193			
54	.122	.137	98.331			
55	.113	.127	98.457			
56	.110	.124	98.581			
57	.103	.116	98.697			
58	.100	.112	98.810			
59	.097	.109	98.918			
60	.090	.102	99.020			
61	.084	.094	99.114			
62	.076	.086	99.200			
63	.074	.083	99.283			
64	.068	.076	99.359			
65	.066	.074	99.433			
66	.058	.065	99.499			
67	.056	.063	99.561			

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Appendix L (Continued)

68	.052	.059	99.620
69	.048	.054	99.674
70	.044	.049	99.722
71	.040	.045	99.767
72	.036	.041	99.808
73	.033	.037	99.845
74	.028	.032	99.876
75	.024	.027	99.903
76	.022	.025	99.928
77	.017	.019	99.947
78	.016	.018	99.965
79	.012	.013	99.978
80	.010	.011	99.989
81	.008	.009	99.998
82	.001	.002	100.000
83	3.372E-015	3.789E-015	100.000
84	7.162E-016	8.047E-016	100.000
85	1.200E-016	1.348E-016	100.000
86	-9.828E-016	-1.104E-015	100.000
87	-2.863E-015	-3.216E-015	100.000
88	-3.514E-015	-3.948E-015	100.000
89	-4.644E-015	-5.218E-015	100.000

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Appendix K: Convergent Validity of Measurement Model

Constructs	Second Order Construct	Items	Loadings	AVE	CR
OCB		OCB1	0.841	0.514	0.926
		OCB2	0.828		
		OCB3	0.818		
		OCB4	0.783		
		OCB5	Deleted		
		OCB6	0.613		
		OCB7	0.651		
		OCB8	Deleted		
		OCB9	Deleted		
		OCB10	0.683		
		OCB11	0.736		
		OCB12	0.736		
		OCB13	0.652		
		OCB14	0.647		
		OCB15	0.544		
PJ		PJ1	0.881	0.606	0.913
		PJ2	0.890		
		PJ3	0.886		
		PJ4	0.816		

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Appendix K (continued)

Constructs	Second Order Construct	Items	Loadings	AVE	CR
		PJ5	0.500		
		PJ6	0.668		
		PJ7	0.726		
DJ		DJ1	0.889	0.833	0.952
		DJ2	0.922		
		DJ3	0.914		
		DJ4	0.925		
IMJ		IMJ1	0.872	0.724	0.929
		IMJ2	0.854		
		IMJ3	0.850		
		IMJ4	0.857		
		IMJ5	0.820		
IPJ		IPJ1	0.929	0.902	0.974
		IPJ2	0.944		
		IPJ3	0.958		
		IPJ4	0.969		
	IJ	IMJ	0.937	0.872	0.932
		IPJ	0.931		
	OJ	PJ	0.912	0.807	0.926

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Appendix K (continued)

Constructs	Second Order Construct	Items	Loadings	AVE	CR
		DJ	0.865		
		IJ	0.917		
TCO		TCO1	0.898	0.747	0.936
		TCO2	Deleted		
		TCO3	Deleted		
		TCO4	0.640		
		TCO5	0.929		
		TCO6	Deleted		
		TCO7	0.896		
		TCO8	0.923		
TPR		TPR1	0.868	0.602	0.879
		TPR2	0.773		
		TPR3	Deleted		
		TPR4	0.478		
		TPR5	0.912		
		TPR6	Deleted		
		TPR7	Deleted		
		TPR8	0.775		
TCL		TCL1	0.790	0.573	0.922

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Appendix K (continued)

Constructs	Second Order Construct	Items	Loadings	AVE	CR
		TCL2	0.806		
		TCL3	Deleted		
		TCL4	0.537		
		TCL5	0.870		
		TCL6	0.744		
		TCL7	0.789		
		TCL8	0.764		
		TCL9	0.587		
		TCL10	0.859		
	Trust	TCO	0.939	0.878	0.956
		TPR	0.937		
		TCL	0.935		
PTE		PTE1	0.786	0.500	0.888
		PTE2	0.779		
		PTE3	0.726		
		PTE4	0.711		
		PTE5	0.597		
		PTE6	0.712		
		PTE7	0.715		

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Appendix K (continued)

Constructs	Second Order Construct	Items	Loadings	AVE	CR
		PTE8	0.610		
		PTE9	Deleted		
GTE		GTE1	0.735	0.529	0.846
		GTE2	0.542		
		GTE3	Deleted		
		GTE4	0.735		
		GTE5	0.763		
		GTE6	0.828		
		GTE7	Deleted		
	TSE	PTE	0.923	0.797	0.887
		GTE	0.862		
CE		CE1	0.573	0.551	0.930
		CE2	0.732		
		CE3	0.827		
		CE4	0.753		
		CE5	0.833		
		CE6	0.834		
		CE7	0.796		
		CE8	0.600		

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Appendix K (continued)

Constructs	Second Order Construct	Items	Loadings	AVE	CR
		CE9	0.775		
		CE10	0.701		
		CE11	0.685		
		CE12	Deleted		

Note. AVE = Average Variance Extracted, CR = Composite Reliability

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Appendix N: Cross Loadings

Items	OCB	PJ	DJ	IPJ	IMJ	TCO	TPR	TCL	PTE	GTE	CE
OCB1	**0.841**	-0.581	-0.538	0.607	0.634	0.745	0.746	0.665	0.668	0.561	-0.646
OCB2	**0.828**	-0.595	-0.533	0.624	0.634	0.706	0.697	0.709	0.654	0.514	-0.632
OCB3	**0.818**	-0.548	-0.562	0.616	0.587	0.665	0.672	0.711	0.655	0.566	-0.593
OCB5	**0.783**	-0.512	-0.482	0.575	0.585	0.662	0.673	0.605	0.628	0.513	-0.598
OCB6	**0.613**	-0.502	-0.374	0.356	0.478	0.488	0.586	0.506	0.457	0.491	-0.465
OCB7	**0.651**	-0.485	-0.396	0.388	0.484	0.513	0.586	0.536	0.466	0.535	-0.453
OCB10	**0.683**	-0.491	-0.509	0.498	0.487	0.575	0.583	0.524	0.543	0.535	-0.568
OCB11	**0.736**	-0.533	-0.464	0.582	0.662	0.527	0.505	0.564	0.586	0.452	-0.536
OCB12	**0.736**	-0.566	-0.515	0.566	0.611	0.536	0.509	0.547	0.579	0.480	-0.502
OCB13	**0.652**	-0.466	-0.425	0.509	0.546	0.435	0.415	0.473	0.426	0.334	-0.454
OCB14	**0.647**	-0.470	-0.536	0.587	0.495	0.490	0.440	0.441	0.411	0.433	-0.530
OCB15	**0.544**	-0.419	-0.442	0.368	0.352	0.408	0.361	0.353	0.397	0.319	-0.486
PJ1	-0.679	**0.881**	0.716	-0.515	-0.661	-0.699	-0.685	-0.615	-0.598	-0.505	0.763
PJ2	-0.714	**0.890**	0.723	-0.596	-0.732	-0.716	-0.687	-0.611	-0.640	-0.488	0.770
PJ3	-0.708	**0.886**	0.726	-0.563	-0.701	-0.698	-0.678	-0.617	-0.619	-0.535	0.750
PJ4	-0.628	**0.816**	0.668	-0.481	-0.677	-0.620	-0.606	-0.537	-0.586	-0.370	0.712
PJ5	-0.153	**0.500**	0.300	-0.145	-0.246	-0.182	-0.143	-0.069	-0.121	-0.046	0.350
PJ6	-0.346	**0.668**	0.495	-0.294	-0.388	-0.334	-0.321	-0.256	-0.332	-0.162	0.483
PJ7	-0.458	**0.726**	0.582	-0.411	-0.488	-0.425	-0.427	-0.350	-0.392	-0.300	0.592
DJ1	-0.594	0.744	**0.889**	-0.473	-0.623	-0.581	-0.560	-0.457	-0.556	-0.439	0.780
DJ2	-0.583	0.753	**0.922**	-0.423	-0.635	-0.602	-0.575	-0.474	-0.540	-0.472	0.764
DJ3	-0.649	0.700	**0.914**	-0.535	-0.606	-0.657	-0.624	-0.556	-0.610	-0.554	0.785
DJ4	-0.630	0.712	**0.925**	-0.523	-0.621	-0.662	-0.627	-0.533	-0.587	-0.560	0.820
IPJ1	0.687	-0.583	-0.507	**0.929**	0.708	0.603	0.561	0.559	0.655	0.391	-0.578
IPJ2	0.684	-0.522	-0.476	**0.944**	0.674	0.581	0.525	0.543	0.665	0.430	-0.519
IPJ3	0.731	-0.560	-0.540	**0.958**	0.721	0.647	0.599	0.594	0.688	0.499	-0.596
IPJ4	0.725	-0.548	-0.510	**0.969**	0.721	0.646	0.594	0.589	0.676	0.456	-0.577
IMJ1	0.710	-0.664	-0.630	0.648	**0.872**	0.716	0.649	0.581	0.679	0.439	-0.671
IMJ2	0.655	-0.597	-0.596	0.619	**0.854**	0.661	0.617	0.559	0.608	0.373	-0.626
IMJ3	0.652	-0.670	-0.566	0.651	**0.850**	0.618	0.580	0.519	0.585	0.412	-0.610
IMJ4	0.657	-0.618	-0.513	0.663	**0.857**	0.576	0.530	0.526	0.597	0.427	-0.601
IMJ5	0.714	-0.632	-0.593	0.580	**0.820**	0.616	0.595	0.596	0.699	0.483	-0.620
TCO1	0.529	-0.601	-0.561	0.612	0.638	**0.898**	0.764	0.774	0.672	0.570	-0.661
TCO4	0.409	-0.455	-0.447	0.287	0.417	**0.640**	0.530	0.425	0.341	0.258	-0.468
TCO5	0.699	-0.706	-0.653	0.629	0.722	**0.929**	0.812	0.767	0.697	0.564	-0.730
TCO7	0.684	-0.638	-0.663	0.623	0.717	**0.896**	0.789	0.691	0.680	0.659	-0.761
TCO8	0.667	-0.668	-0.620	0.596	0.695	**0.923**	0.812	0.686	0.642	0.562	-0.719

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Appendix N (Continued)

Items	OCB	PJ	DJ	IPJ	IMJ	TCO	TPR	TCL	PTE	GTE	CE
TPR1	0.691	-0.535	-0.501	0.580	0.608	0.709	**0.868**	0.769	0.630	0.531	-0.597
TPR2	0.573	-0.561	-0.453	0.415	0.524	0.611	**0.773**	0.691	0.510	0.522	-0.530
TPR4	0.268	-0.265	-0.353	0.085	0.199	0.290	**0.478**	0.369	0.195	0.422	-0.290
TPR5	0.731	-0.673	-0.625	0.643	0.708	0.817	**0.912**	0.801	0.690	0.601	-0.707
TPR8	0.600	-0.580	-0.582	0.435	0.538	0.679	**0.775**	0.579	0.490	0.421	-0.622
TCL1	0.693	-0.379	-0.377	0.537	0.492	0.652	0.652	**0.790**	0.548	0.532	-0.447
TCL2	0.647	-0.515	-0.432	0.446	0.486	0.579	0.703	**0.806**	0.483	0.609	-0.498
TCL4	0.361	-0.307	-0.355	0.146	0.273	0.367	0.413	**0.537**	0.298	0.394	-0.322
TCL5	0.777	-0.627	-0.560	0.608	0.649	0.751	0.725	**0.870**	0.691	0.541	-0.630
TCL6	0.630	-0.304	-0.305	0.505	0.453	0.582	0.628	**0.744**	0.488	0.471	-0.379
TCL7	0.639	-0.485	-0.399	0.431	0.460	0.568	0.676	**0.789**	0.464	0.622	-0.472
TCL8	0.652	-0.502	-0.406	0.443	0.538	0.554	0.611	**0.764**	0.559	0.526	-0.475
TCL9	0.441	-0.342	-0.347	0.190	0.358	0.392	0.420	**0.587**	0.363	0.440	-0.344
TCL10	0.747	-0.591	-0.552	0.608	0.634	0.756	0.733	**0.859**	0.682	0.497	-0.599
PTE1	0.636	-0.533	-0.464	0.582	0.662	0.527	0.505	0.564	**0.786**	0.452	-0.536
PTE2	0.636	-0.566	-0.515	0.566	0.611	0.536	0.509	0.547	**0.779**	0.480	-0.602
PTE3	0.612	-0.466	-0.425	0.509	0.546	0.435	0.415	0.473	**0.726**	0.334	-0.454
PTE4	0.547	-0.470	-0.536	0.587	0.595	0.490	0.440	0.441	**0.711**	0.433	-0.530
PTE5	0.444	-0.419	-0.442	0.468	0.552	0.408	0.361	0.353	**0.597**	0.319	-0.486
PTE6	0.590	-0.399	-0.397	0.457	0.432	0.560	0.556	0.532	**0.712**	0.477	-0.451
PTE7	0.604	-0.457	-0.441	0.475	0.465	0.604	0.586	0.538	**0.715**	0.490	-0.509
PTE8	0.483	-0.303	-0.332	0.337	0.334	0.486	0.466	0.413	**0.610**	0.484	-0.366
GTE1	0.651	-0.485	-0.396	0.388	0.484	0.513	0.586	0.636	0.466	**0.735**	-0.453
GTE2	0.237	-0.114	-0.245	0.034	0.136	0.155	0.253	0.303	0.146	**0.542**	-0.213
GTE4	0.613	-0.491	-0.509	0.498	0.487	0.575	0.583	0.624	0.543	**0.735**	-0.568
GTE5	0.436	-0.198	-0.371	0.314	0.253	0.406	0.405	0.378	0.439	**0.763**	-0.370
GTE6	0.546	-0.368	-0.447	0.346	0.374	0.500	0.526	0.474	0.532	**0.828**	-0.495
CE1	-0.431	0.474	0.464	-0.275	-0.430	-0.376	-0.402	-0.380	-0.390	-0.450	**0.573**
CE2	-0.475	0.640	0.543	-0.353	-0.531	-0.526	-0.463	-0.358	-0.460	-0.402	**0.732**
CE3	-0.638	0.715	0.713	-0.501	-0.638	-0.610	-0.585	-0.495	-0.581	-0.409	**0.827**
CE4	-0.498	0.615	0.625	-0.348	-0.489	-0.518	-0.496	-0.400	-0.424	-0.362	**0.753**
CE5	-0.581	0.708	0.725	-0.450	-0.589	-0.602	-0.556	-0.456	-0.527	-0.517	**0.833**
CE6	-0.597	0.714	0.742	-0.511	-0.606	-0.620	-0.565	-0.475	-0.565	-0.505	**0.834**
CE7	-0.568	0.622	0.692	-0.453	-0.578	-0.528	-0.491	-0.391	-0.527	-0.443	**0.796**
CE8	-0.382	0.437	0.503	-0.282	-0.459	-0.282	-0.258	-0.231	-0.398	-0.284	**0.600**
CE9	-0.613	0.592	0.567	-0.547	-0.575	-0.639	-0.661	-0.585	-0.607	-0.527	**0.775**
CE10	-0.611	0.498	0.493	-0.521	-0.510	-0.586	-0.542	-0.558	-0.543	-0.470	**0.701**
CE11	-0.544	0.484	0.487	-0.496	-0.546	-0.599	-0.564	-0.509	-0.573	-0.460	**0.685**

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Appendix O: Normality Result for Indicators

Table 1: Normality Test for each Indicators of Organisational Citizenship Behaviour

Indicators	Skewness	Kurtosis
OCB1	-0.009	-0.503
OCB2	0.016	-0.698
OCB3	0.020	-0.422
OCB4	-0.097	-0.540
OCB5	-0.145	-0.536
OCB6	-0.391	-0.341
OCB7	-0.467	-0.264
OCB8	-0.472	0.313
OCB9	-0.528	0.267
OCB10	-0.033	-0.240
OCB11	-0.070	-0.047
OCB12	-0.133	-0.316
OCB13	0.100	-0.051
OCB14	-0.188	0.148
OCB15	-0.234	0.310

Table 2: Normality Test for each Indicators of Organisational Justices

Indicators	Skewness	Kurtosis
PJ1	-0.109	-1.100
PJ2	0.053	-0.902
PJ3	-0.159	-0.891
PJ4	-0.201	-0.696
PJ5	-0.405	-0.399
PJ6	-0.186	-0.391
PJ7	-0.168	-0.343
DJ1	0.135	-0.605
DJ2	0.129	-0.494
DJ3	0.236	-0.427
DJ4	0.334	-0.441
IPJ1	-0.239	-0.465
IPJ2	-0.044	-0.468
IPJ3	-0.051	-0.588
IPJ4	-0.090	-0.620
IMJ1	-0.477	0.048
IMJ2	-0.325	-0.320
IMJ3	-0.024	-0.659
IMJ4	-0.042	-0.408
IMJ5	-0.099	0.197

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Table 3: Normality Test for each Indicators of Trust

Indicators	Skewness	Kurtosis
TCO1	-0.176	-0.828
TCO2	0.009	-0.793
TCO3	0.006	-0.554
TCO4	-0.121	-0.511
TCO5	-0.117	-0.726
TCO6	0.037	-0.696
TCO7	0.038	-0.386
TCO8	-0.141	-0.585
TPR1	-0.195	-0.703
TPR2	-0.231	-0.653
TPR3	-0.221	-0.651
TPR4	-0.404	-0.289
TPR5	-0.132	-0.752
TPR6	0.087	-0.693
TPR7	0.084	-0.523
TPR8	-0.176	-0.689
TCL1	-0.143	-0.632
TCL2	-0.197	-0.457
TCL3	-0.127	-0.512
TCL4	-0.441	-0.249
TCL5	-0.140	-0.582
TCL6	-0.212	-0.602
TCL7	-0.155	-0.410
TCL8	-0.192	-0.355
TCL9	-0.401	-0.021
TCL10	-0.167	-0.396

Table 4: Normality Test for each Indicators of Teacher Self Efficacy

Indicators	Skewness	Kurtosis
PTE1	-0.147	-0.166
PTE2	-0.148	-0.320
PTE3	0.034	-0.155
PTE4	-0.269	-0.068
PTE5	-0.348	0.120
PTE6	-0.035	0.100
PTE7	-0.041	-0.285
PTE8	0.050	0.108
PTE9	-0.455	-0.394
GTE1	-0.512	-0.345
GTE2	-0.529	0.296
GTE3	-0.565	0.255
GTE4	-0.082	-0.286
GTE5	-0.015	-0.039
GTE6	-0.094	0.663
GTE7	-0.198	0.506

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Table 5: Normality Test for each Indicators of Collective Efficacy

Indicators	Skewness	Kurtosis
CE1	0.554	1.112
CE2	-0.135	-0.485
CE3	0.258	0.005
CE4	0.664	0.962
CE5	0.202	0.086
CE6	0.444	-0.058
CE7	0.425	0.078
CE8	0.236	-0.073
CE9	-0.046	0.287
CE10	-0.003	0.318
CE11	0.072	0.102
CE12	0.525	-0.291

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