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Organisational Citizenship Behaviour (OCB) among Teachers: The Difference between Individual (OCB-I) and Organisational (OCB-O) Level Citizenship Behaviour in Rural and Urban Primary Schools in Sabah, Malaysia

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Abstract:

For decades, researchers have been searching for better understanding on Organisational Citizenship Behaviour (OCB), which is a specific set of behaviours that goes beyond prescribed duties, particularly in schools. There are two major categories of OCB, OCB-I (directed towards individuals) and OCB-O (directed towards organisation). This study aimed to observe OCB-I and OCB-O exhibited by teachers in rural and urban schools in the state of Sabah, through quantitative method. A total of 93 teachers from rural and urban primary schools were surveyed randomly. Comparisons were made between OCB-O and OCB-I scores. The findings show a significant difference between OCB-O and OCB-I scores in both school categories ($p < .05$) but the opposite was observed when the school categories were compared to each other. As these findings are relatively new in the context of schools, suggestions for future research as well as the study implications are discussed.

Keywords: Organizational Citizenship Behaviour, rural and urban schools in Sabah

1. Introductions

- “An organisation, no matter how well designed, is only as good as the people who live and work in it” - Dee Hock

The strength of an organisation lies in the hands of the people within the organisation and there is no other better way to describe this relationship. People who make up organisations, at every level, be it the managers, the production workers, the sales people, the receptionists and all the way down to the building cleaners, all of them have contributions to make and has the ability to set the course of the organisation's direction, performance and even survival for that matter. Each of them has their own significant role to play in the organisation and their influence on the organisational performance, health and survival should never be underestimated. Hence, ensuring high level of involvement and engagement of employees in the organisations should be the primary goal of all managers and leaders of the organisations.

This statement is solidified by Harvard Business Review (2013), which stated that the senior managers have made employee engagement their top business priority in the organisations they are leading. It further stated that in this rapid cycle economy, ever evolving business environment, business leaders know that having a high-performing, engaged and participative workforce is essential for growth and survival. They acknowledge that a highly engaged workforce not only can increase innovation and productivity but also bottom-line performance while reducing costs related to staff hiring and retention in highly competitive talent markets.

The effort people put in for the organisation's growth shall decide the destiny of the organisation and themselves in the process. The philosophy is, with strong emphasis on people's well-being by the leaders in the organisation, the employees are expected to reciprocate by increasing their efforts towards the organisation's well-being which will eventually lead to improved overall organisational performance.

With fast evolving businesses, ever demanding customers and increased business environment volatility, organisations in this era are fighting harder, becoming more granular with their investment decisions and actively looking at getting the best out of their resources, especially their human assets. Rivera (2015) stated that resources in organisations could be classified into three different categories; tangible, intangible and human. Tangible resources are like machinery, plant, gas field; intangible resources are like patents, brand value and information; while human resources are like talent, unique skill sets and their motivation level. Based on this view, Rivera (2015) points out that:

- Human capital is treated as an accumulative resource that benefits the organisation like any other business asset, providing competitive advantage through a transformation of the unique capabilities of individual employees to superior organisational performance.

In order to adapt to this view, employees can't afford to be merely a number or member of the organisation, by continuously doing what is minimally required by their job description and exhibit the same sets of behaviour. To be relevant in the market place and to continuously offer competitive advantage, they have to change, become more involved, do more than basics and be an asset to the organisation. In fact, doing more than compulsory requirements is no longer an option; organisations are looking at people who are

willing to go beyond the prescribed duty. As pointed out by Schawbel (2013) in his book 'Promote Yourself', if one were to succeed in today's workplace and get noticed, he or she must do a lot more than what they are hired for, they have to go beyond the job description. He further added that job description is just a scratch on the surface of what one should be doing. He also quoted Andrew Goldman, who once said "We live in a world where you can't just be doing the bare minimum unless you're working for your dad".

Employee's behaviours are observed through their efforts. Breaking down the type of employee's efforts, they can broadly be categorised into two types. The first type, which most people are aware of are the mandatory or required efforts and the second type, are the non-mandatory efforts but essential to keep the organisations going. These sets of efforts are translated to behaviours, mostly are observable and measurable. Required and mandatory behaviours are generally listed in the job description; they are compulsory requirements, communicated down by the organisational leaders and are tied up to formal compensation scheme. These are also called In-Role Behaviour (IRB). Meanwhile, the non-mandatory behaviours are subtle, beyond the call of duty, exhibited over and above the compulsory requirements, not compensated by the formal rewards system but are essential for the functioning of any organisation, also known as Extra-Role Behaviour (ERB). This sets of extra-role behaviour is called Organisational Citizenship Behaviour (OCB), the term that was first coined by Dennis W. Organ in 1980's.

Organ (1988, p. 4), in his book 'Organizational Citizenship Behaviour: The Good Soldier Syndrome' has coined the term for Organizational Citizenship Behaviour (OCB) as individual behaviour that is discretionary, not recognised by the formal reward system, and that in accumulation promotes the effective functioning of the organisation. He grouped the behaviours into five broad categories that are commonly displayed at workplace: altruism, consciousness, courtesy, sportsmanship and civic virtue.

Further research by Williams and Anderson (1991) on this area has clustered these five broad dimensions into two types. The first type is the Organisational Citizenship Behaviour that is directed towards individual (OCB-I), such as altruism and courtesy. The second type is Organisational Citizenship Behaviour that is directed towards the benefit of the organisation (OCB-O) such as conscientiousness, civic virtue and sportsmanship. Much has been said about the role of employees on the organisational performance, and their observable behaviours that have the ability to influence organisational performance. However, not much of this concept has been explored in schools, observing teacher's behaviours and their contribution. This research will indeed, focus on schools and will look specifically at teacher's behaviours and their contributions. The next segment will establish the background of the study based on this definitions and concepts, in reference to the study and subject matters.

1.1. Background of the Study

This study is aimed at investigating Organisational Citizenship Behaviour (OCB) and their occurrence among teachers in Sabah, Malaysia. The focus will be on primary school teachers, comparing Organisational Citizenship Behaviour among those teaching in urban and rural schools. A quantitative approach is adopted for the study. In order to gather information on the subject matter being investigated, sets of questionnaires were distributed randomly to teachers in primary schools in Sabah.

Although academicians in the field of social studies, human capital and organisational behaviour are familiar with the term Organisational Citizenship Behaviour (OCB), the actual level of awareness and application in real life is still questionable, let alone in schools. This is claimed by Somech and Oplatka (2015, p.43) that research on OCB in school environment are new but has high level of potential and implications for the study of school effectiveness. Jimmieson et al. (2010) also added that the importance of Organisational Citizenship Behaviour in schools has been recognised lately as an important factor because it has direct effect on schools' effectiveness.

Looking specifically at Organisational Citizenship Behaviour among teachers and its impact, Somech and Oplatka (2015, p. xii), in their book 'Organisational Citizenship Behaviour in Schools: Examining the Impact and Opportunities within Educational Systems' clearly put forward that Organisational Citizenship Behaviours are essential behaviours because the formal in-role job descriptions cannot cover the entire array of behaviours needed for achieving organisational objectives. They added that Organisational Citizenship Behaviours contribute to organisational effectiveness by not only creating the social capital, but also increasing efficiency and enhancing organisational productivity. Unlike the in-role behaviours which are easily predetermined, visible and easily quantifiable, Organisational Citizenship Behaviours work indirectly: they influence the organisation's social and psychological environment, enhance organisational effectiveness simply because they free up resources, especially employee's time, for more productive purposes, help coordinate activities within the organisation, and enable employees to adapt more effectively to environmental changes, which is vital. Furthermore, compared with numerous amount of work done on the subject in business organisations, understanding this kind of behaviour in the school organisation is limited. Teacher's Organisational Citizenship Behaviour has enjoyed only intermittent research attention, and no systematic body of literature has evolved over time. It is crucial to address this gap as the school context has unique characteristics, calling for a separate consideration of many concepts that have been established in relation to business organisations.

Therefore, this study is aimed at finding out the Organisational Citizenship Behaviour exhibited by teachers. The primary school teachers in Sabah, both from urban and rural were the focus of this study.

1.2. Problems and Current Gaps

There are many evidences available on Organisational Citizenship Behaviour's positive effect on organisational effectiveness, performance and its outcome. When looking at organisational manager's perception about this sets of behaviours, studies have highlighted that managers perceive Organisational Citizenship Behaviour's as beneficial for the organisation and also view those who demonstrate these behaviours as an asset (Yen & Niehoff cited in Newland, 2012).

In schools setting, Organisational Citizenship Behaviours have been proven to improve school effectiveness, teachers performance and

students' outcome in various studies. Looking specifically into student's achievements, DiPaola and Hoy (2005) found out that there is a strong correlation between Organisational Citizenship Behaviour and student achievement in high school settings and this is also supported by Khalid et.al (2010), whereby lecturer's OCB; altruism, courtesy and conscientiousness were all found to be directly related to student's achievement.

However, the reality is far from ideal. The term Organisational Citizenship Behaviour itself is very alien to most teachers in developed nations, let alone teachers and principals in the state of Sabah, a peripheral state in Malaysia. As argued by Burns and Carpenter (2008), the individual teacher, is without a doubt the most significant resource in the classroom for students' learning. Without the curriculum knowledge and instructional expertise of the classroom teacher, learning would be an impossible enterprise. However, the pro-social behaviours of the teachers should never be overlooked, it can be a powerful tool in promoting student achievement and positive change initiatives, in addition to their curriculum knowledge and instructional expertise. When the Organisational Citizenship Behaviour, an important pro-social behaviour, is not actively observed, this could mean that an important key enabler of their students' outcome and overall school achievement and performance could have gone unnoticed.

The lack of awareness and knowledge on Organisational Citizenship Behaviour is a loss to the community. By actively recognising and developing Organisational Citizenship Behaviour, teacher's performance could be elevated, schools effectiveness can be improved and students outcome can be enhanced which can eventually contribute positively to our community and nation. Due to the lack of understanding of this concept and its effect, the importance of this subtle element could be overlooked.

On top of that, in Sabah, the schools are divided into two categories, urban and rural. With wide disparity between these two clusters of schools due to different level of infrastructure and teachers exposure as supported by Dambul, Omar and Osman (2010), different level of dynamics are expected on these vital behaviours that has never been observed in this state in previous literatures.

As pointed out by Somech and Oplatka (2015, p.43), research on Organisational Citizenship Behaviour in the context of schools to date, is not well established but definitely indicating high value and promises crucial implications for the study of school effectiveness. They added that school has an evolving environment; hence teachers' efforts beyond their formal job requirements are becoming very crucial. Furthermore, the literature of teacher's Organisational Citizenship Behaviour is limited, relying mainly on the existing studies in non-educational organisations, accumulated over time. Another dynamic of Organisational Citizenship Behaviour (OCB) that deserves to be investigated is its' dimensions, which is the categorisation of OCB into OCB-I and OCB-O. To date, not many studies have been conducted to compare the dynamics between these two categories of Organisational Citizenship Behaviour. Findings on the interaction and difference between OCB-O and OCB-I will add further knowledge on this field.

This adds further to the need to establish more studies on Organisational Citizenship Behaviour, its' dimensions, particularly in the educational setting to further add to the limited body of evidence currently available in academic setting.

This research is aimed to address some of the issues and gaps stated here. Through this research, the knowledge on this construct and its implications can be improved among teachers and principals. It could also demonstrate the difference of the construct between urban and rural schools and most importantly, in moving forward, suitable training programmes could be proposed to teachers and principals based on the findings to enhance their knowledge on Organisational Citizenship Behaviour and to leverage on these behaviours to improve the organisational effectiveness and improve students' results. Based on these gaps stated above, the purpose of this study is discussed in the next segment.

1.3. Purpose of the Study

- Purpose #1: To study the difference between OCB-O and OCB-I exhibited by rural primary school teachers in Sabah.
- Purpose #2: To study the difference between OCB-O and OCB-I exhibited by urban primary school teachers in Sabah.
- Purpose #3: To study the difference between OCB-O exhibited by rural and urban primary school teachers in Sabah.
- Purpose #4: To study the difference between OCB-I exhibited by rural and urban primary school teachers in Sabah.
- Purpose #5: To study the difference between Total OCB (TOCB) exhibited by rural and urban primary school teachers in Sabah.

1.4. Research Questions

- Question #1: Is there a significant difference between OCB-O and OCB-I exhibited by rural primary school teachers in Sabah?
- Question #2: Is there a significant difference between OCB-O and OCB-I exhibited by urban primary school teachers in Sabah?
- Question #3: Is there a significant difference between OCB-O exhibited by rural and urban primary school teachers in Sabah?
- Question #4: Is there a significant difference between OCB-I exhibited by rural and urban primary school teachers in Sabah?
- Question #5: Is there a significant difference between Total OCB (TOCB) exhibited by rural and urban primary school teachers in Sabah?

1.5. Hypothesis

- Hypothesis #1: There is no significant difference between OCB-O and OCB-I exhibited by rural primary school teachers in Sabah.
- Hypothesis #2: There is no significant difference between OCB-O and OCB-I exhibited by urban primary school teachers in Sabah.
- Hypothesis #3: There is no significant difference between OCB-O exhibited by rural and urban primary school teachers in Sabah.
- Hypothesis #4: There is no significant difference between OCB-I exhibited by rural and urban primary school teachers in Sabah.
- Hypothesis #5: There is no significant difference between Total OCB (TOCB) exhibited by rural and urban primary school teachers in Sabah.

1.6. Definition of Key Terms

1.6.1. Organisational Citizenship Behaviour (OCB):

“Individual behaviour that is discretionary, not directly or explicitly recognised by the formal reward system which, in the aggregate, promotes the effective functioning of the organisation. By discretionary, it means that the behaviour is not an enforceable requirement of the role or the job description, that is, the clearly specifiable terms of the person’s employment contract with the organisation; the behaviour is rather a matter of personal choice, such that its omission is not generally understood as punishable” (Organ, 1988). Organisational Citizenship Behaviour (OCB) was operationalised in this study with the 16-item OCB (OCB-O&OCB-I) scale developed by Lee and Allen (2002). Organisational Citizenship Behaviour that is directed towards individual (altruism and courtesy) is called OCB-I while Organisational Citizenship Behaviour that is directed towards the benefit of the organisation (conscientiousness, civic virtue and sportsmanship) is called OCB-O.

1.6.2. Rural and Urban schools:

In Malaysia, rural schools are those situated in towns or districts with a population of less than 10,000 people. In contrast, urban schools refer to those schools situated in towns or districts with a population of more than 10,000 people (Chandrasegaran, 1981 cited in Talif and Edwin, 1990).

1.7. Assumptions and Limitations

The research findings of this study are limited in the following ways:

1. Due to the population of this study focused only on schools in Sabah, the findings may not be generalisable to other states.
2. Due to the population of this study focused only on primary school teachers, the findings are limited to primary school teachers similar to the sample and may not be generalisable to schools with other levels.
3. The findings are limited according to the constitutive and operational definitions set out in this study for the variables considered.
4. The findings are based on Malaysia; different cultural and international contexts may limit the possibility of generalising the results. It cannot be concluded that the findings may have the same implications for Organisational Citizenship Behaviour in different cultural environment, as the values of the participants in this current study might not accurately represent the values of other countries. Comparative studies across professions, cultures, and industries are needed in order to truly understand the dynamics of Organisational Citizenship Behaviour.
5. The findings will be based on self-reported questionnaire by the subjects hence are dependent on accuracy of their perceptions. Self-reports are an easy, convenient and efficient way for researchers to obtain data in given time. However, self-reports are subject to common method variance as reported in various studies.

2. Literature Review

2.1. Introduction to Organisational Citizenship Behaviour

Before going deeper into the literatures and evidences available on this subject matter, Organisational Citizenship Behaviour has to be defined. In general, Organisational Citizenship Behaviour is the specific set of behaviours that could be classified as ‘Efforts Beyond Compulsory Requirements’ or ‘Voluntary Positive Actions’. In the next segment, in-depth analysis of this factor is done with some observable behaviour illustrating the construct.

2.2. The Definition of Organisational Citizenship Behaviour

The founder of this concept, Organ (1988, p. 4) coined the term as:

- Organisational Citizenship Behaviour represents individual behaviour that is discretionary, nor directly or explicitly recognised by the formal reward system, and that in the aggregate promotes the effective functioning of the organisation.

To hold this definition, three fundamental conditions must exist for Organisational Citizenship Behaviour (OCB); 1) they are discretionary, 2) not directly or indirectly rewarded by formal reward system and 3) it works in aggregate. Further explanation is given for the meaning of discretionary behaviour as, those behaviours that are not defined as a requirement in the formal role and job description. These behaviours are purely a matter of personal choice and employees are not subjected to punishment for not displaying these behaviours (Organ, 1988, p.4).

The next condition that the definition must hold is, it must not be directly or formally compensated by the organisation’s formal reward system.

The last condition for the definition to hold, based on Organ’s Organisational Citizenship Behaviour (1988) definition is that the behaviour is only relevant for organisational effectiveness if it happens in aggregate. Most Organisational Citizenship Behaviour displayed in isolation is not going to create an impact to the organisational performance, however, the impact is significant when a single person accumulates it over time or they are summed across persons in a group, department or organisation. These three conditions are fundamental, for the original definition of Organisational Citizenship Behaviour to hold.

2.3. *The Dimensions of Organisational Citizenship Behaviour*

As the definition and conditions of Organisational Citizenship Behaviour (OCB) have been established, it is time to look at its dimensions. Organ (1988, p. 8) has categorically identified five types of Organisational Citizenship Behaviour that individually, has the ability to contribute to the improved individual level of efficacy as well as organisational effectiveness. They are 1) altruism, 2) conscientiousness, 3) sportsmanship, 4) courtesy and 5) civic virtue.

Altruism is the first dimension that will be explored. Organ (1988, p. 8) defined altruism as all discretionary behaviours that have the effect of helping or assisting a specific other person, most likely a co-worker with an organisationally relevant task or problem.

Another type of altruism that can be observed is the helping behaviour towards external parties that will lead to indirect benefit to the organisation in a long run. By helping clients or even vendors to make them function better, one can establish mutual respect. This will in turn increase the trust element with the staff, organisation they represent and could lead to increased customer loyalty (client), timely supplies (vendor) and could contribute to organisational effectiveness and its profit.

The second form of Organisational Citizenship Behaviour that will be discussed is conscientiousness. Organ (1988, p.9) defined this as various occasions in which organisation members demonstrate certain role behaviours well beyond the minimum required level. This can further be simplified as doing the right thing when no one is watching. This can also be related to the value system of an individual but again, it is a subjective matter.

The third Organisational Citizenship Behaviour form is sportsmanship. Organ (1988, p.11) has described this element as avoidance from complaining, especially on trivial matters. Sportsmanship behaviour is observable in any team and it has positive impact on organisation as managing complains from employees itself is a form of organisational resource wastage as the manager or counsellor need to allocate their productive time to manage the issue, and time is always equal to money, especially in profit making organisations.

The next form of Organisational Citizenship Behaviour is courtesy. A commonly used phrase, 'for courtesy sake, I must inform them' has deeper meaning than how it may sound. Organ (1988, p.12) defined this action as 'staying in touch' with those parties whose work would be affected by one's decision or commitments. Courtesy is an act of informing the non-routine to relevant people to minimise surprise thus mitigate potential problem that may arise. To compare this behaviour to altruism is that, altruism is helping someone who already has a problem, but courtesy is helping someone to prevent a problem from occurring. They both are helping behaviours channelled towards specific individual or individuals in organisations.

The fifth type of Organisational Citizenship Behaviour is civic virtue. As defined by Graham (cited in Organ 1988, p.12), civic virtue is about responsible participation in the political life of the organisation. For examples, attending mundane meetings, keeping abreast with organisations policies, read and understands latest memorandums, attending company events that is not mandatory are among others. On surface, it may sound like taking time away from work, however in a long run, this behaviour will reduce loss and also improve effectiveness of organisation.

Williams and Anderson (1991) simplified further these five types of Organisational Citizenship Behaviour as OCB directed towards individuals (OCB-I) and OCB directed toward the organisation (OCB-O). Altruism and courtesy are categorised as OCB-I while sportsmanship, conscientiousness and civic virtue are categorised as OCB-O. These two dimensions of Organisational Citizenship Behaviour, due to its importance to this research, will be explored in greater depth, under separate header, in later part of this chapter.

2.4. *Issues with Organisational Citizenship Behaviour as a Construct*

After almost a decade, Organ (1997) revisited Organisational Citizenship Behaviour on its construct definitions, terminology as well as its basic model. He has challenged his own ideas presented earlier and looked to refine Organisational Citizenship Behaviour (OCB) further based on other scholarly findings during the period.

Organ (1997) aimed to look at some of the persistent problems observed with regards to the working definition of Organisational Citizenship Behaviour, thus provide suggestion to eliminate some of those problems and issues being discovered. The first problem he identified was the use of word 'discretionary' in the original definition of Organisational Citizenship Behaviour. Based on the definition, discretionary means extra-role, which means beyond the formal job requirements. However, many elements measured in the instruments used to measure Organisational Citizenship Behaviour (OCB) were identified as 'in-role', means those behaviours that are formally required and expected from an employee. There was a serious confusion between the definition of extra-role behaviour (ERB) and in-role behaviour (IRB) in shaping up OCB construct and the idea comparing OCB to ERB was not supported by Organ (1997). The primary reason behind this is the lack of understanding of what are the observable criteria of Organisational Citizenship Behaviour. A better understanding on the criteria as well as its specific and measurable behaviour will add greater value to this field.

Turning into the second qualifier in the Organisational Citizenship Behaviour definition, 'nor directly or explicitly recognised by the formal reward system', Organ (1997) argued that even 'in-role' behaviours are not necessarily contractually rewarded and that provides further confusion to the definition, when comes to the issue of reward. There is lack of clarity when comes to what behaviours are rewarded and what behaviours are not. This could also mean that some Organisational Citizenship Behaviour displayed at work place, might also be rewarded, intentionally or unintentionally, which could challenge the definition itself. Will a teacher be guaranteed financial reward if the class students outperform the expected outcome in state examinations? There is obviously no guarantee, as many other performance parameters will come into play during the performance appraisal and worse case, if the school is privately funded and governed by board of directors who are more inclined towards the bottom line. Will they guarantee rewards for the teacher's IRB despite the outstanding students' performance? Nothing is guaranteed in this world. What if an employee who comes earlier than required to work daily, have a cup of coffee and a little chat with the supervisor and starts the work earlier than his co-workers. The employee might become more 'favourable' in the eye of the supervisor; they can turn into 'morning coffee buddies'.

This employee might gain an unfair advantage, be treated favourably during appraisal and might end up being rewarded for being liked by the supervisor. In this case, Organisational Citizenship Behaviour (starting the work earlier than required) is being rewarded, although it was not defined in the performance requirement and was never a factor for reward allocation. This is the fuzziness in the definition that needs to be addressed. As a conclusion to the arguments on the validity of the conditions and dimensions, it is important for the five dimensions of Organisational Citizenship Behaviour; altruism, compliance, sportsmanship, courtesy and civic virtue that have been operationalised in previous studies of Organisational Citizenship Behaviour dimension, to be constantly revisited (Organ,1997).

Although the arguments on its' definitions, dimensions and conditions are valid, the benefits of Organisational Citizenship Behaviour to organisational performance cannot be denied. Organisational Citizenship Behaviour displayed by employees can be environmental specific; hence various organisational contexts might come into play and have direct and indirect influence on Organisational Citizenship Behaviour being displayed in organisations. This research was conducted in education setting, focusing on primary schools, which has so much potential benefits from Organisational Citizenship Behaviour when displayed by their members, the teachers.

2.5. Education Setting and Organisational Citizenship Behaviour

Although Organisational Citizenship Behaviour is a well-researched concept in business and social studies, it is not the case in academic setting. Burns and Carpenter (2008) supported this argument by stating that the literature on Organisational Citizenship Behaviour to date has been mostly with regards to relationships in the corporate sector while the literatures on Organisational Citizenship Behaviour in the educational setting are relatively new. Thus, the next few segments will explore the background of education setting, its importance and reviews on Organisational Citizenship Behaviour observed in this environment.

2.6. Education and Human Development

This research is focused on teachers for very important and obvious reasons. Teachers play huge role in shaping up the future of a nation by influencing students educational level and their mind-set from very early stage. The National Human Development Report stated that human development encompasses development in several dimensions of human well-being, particularly on social development. Education has the power to improve personal endowments, build capabilities, overcome constraints and in the process, enlarge available set of opportunities and choices for a sustained improvement in wellbeing. Therefore, the process of education and attainments thereof has an impact on all aspects of life (NHDR cited in Venkatraja and Indira, 2011). Lortie (2002) commented that teachers are performing special mission, a noble service to their society, definitely of moral worth, and this is just the basic of their contribution. Hence, it is clear that teachers' role is beyond what is visible; their impact on human being is on all aspects of lives.

With the importance of teachers and their education services are now established with these statements and findings, the next level is to understand the observations of Organisational Citizenship Behaviour among teachers in school settings and its influence on school, teacher and student's performance.

2.7. Organisational Citizenship Behaviour and Teachers

As it is well known, schools, as loosely structured non-profit social organisations that employ highly qualified professionals, find it difficult to set and supervise specific quantitative goals for teachers. Therefore, teachers who are willing to go beyond formal role responsibilities, in other words, seeking to actively involved in Organisational Citizenship Behaviour, play a key role in school effectiveness and improvement. Moreover, today, when schools are struggling to reinvent themselves to meet the need of the ever-demanding public, particularly with the high concern for academic excellence and quality, they yearn for exceptional proactive teachers who are willing to exceed and go beyond the formal task requirements, that is, to display Organisational Citizenship Behaviour. Traditionally, teachers have been socialised into the profession mainly by an individualist approach: they learned to work alone, to rely principally on their personal talents, skills and experience, to cope with problems that arise in the classroom by trial and error, and to develop their professional abilities independently. Only in the past two decades scholars have indicated that the success of schools depends fundamentally on teachers' willingness to be actively involved on all levels of the school activities, beyond their prescribed duty, in other words, to engage actively in Organisational Citizenship Behaviour, especially organisational focused citizenship behaviours. This argument creates a pressing need to discuss Organisational Citizenship Behaviour in greater depth in school settings (Somech and Oplatka, 2015).

Podsakoff, Ahearne and MacKenzie (1997) stated that there is a positive contribution of Organisational Citizenship Behaviour to organisational performance. The same is observed in school settings, although schools are generally recognised as more institutional in their functioning as compared to any other organisations. Erturk (cited in Khan and Rashid, 2012) reported that academicians perform the task of teaching that is a complicated activity requiring professional reasoning. They are viewed as professionals since they have spent a considerable amount of time to master the fundamentals of teaching. Hence, the contribution of teachers' behaviour, particularly Organisational Citizenship Behaviour should not be undermined on schools performance.

Organisational Citizenship Behaviour is an important sets of behaviours, which is vital for teachers' performance in nurturing children, uplifting the social condition and enhance the overall well-being of humans over long term. Khazaei, Khalkhali and Eslami (2011) indicated that there is a significant correlation between the behaviour of organisational citizenship and the performance of teachers. This evidence is not one off. Li (2013) added more support to this through a research on teachers in China. According to Li (2013), teacher's Organisational Citizenship Behaviour (OCB) is a multifaceted construct that is critical to school effectiveness and to the education enterprise. In the research, four hundred ninety-three teachers in eight different cities on the Chinese mainland were

surveyed using the Organisational Citizenship Behaviour scale developed by Bo Shiuan Cheng, a Taiwanese scholar. The results showed teachers' Organisational Citizenship Behaviour influenced their work performance as well as their career and organisational turnover intention. On top of that, teachers' attitudinal characteristics of career satisfaction and career commitment, and the dispositional characteristic of locus of control, influenced teachers' Organisational Citizenship Behaviour. In addition, this study concludes that the findings could serve as a foundation of knowledge from which school administrators could enhance their school's organisational function and retain teachers, by looking at Organisational Citizenship Behaviour and its impact on teachers overall performance. These findings must be recognised as important precursors for further research on teachers, more so as Organisational Citizenship Behaviour has been repeatedly proven to improve individual as well as organisational performance.

This study on Organisational Citizenship Behaviour among teachers in Sabah, Malaysia will further add to the already existing body of knowledge on Organisational Citizenship Behaviour. This study, that will focus on teachers in the state of Sabah, East Malaysia, requires detailed statistical and policy elaboration on the state and the education system existing in the country.

2.8. Rural and Urban Schools

In Malaysia, the schools are segregated into two broad categories, urban and rural schools, based on their location and available infrastructure. Marwan, Sumintono and Mislán (2012) pointed out that Malaysia, known as a country with unique geographical conditions consist of a peninsular and northern part of Borneo Island, where the two biggest state, Sabah and Sarawak are located is facing a more challenging situation with respect to its efforts to reform rural schools. Accessibility for some schools are of a big issues, for example, some schools are located in areas with extremely limited access and some are reachable only via river transport system. The researcher himself has observed these phenomena in Sabah and Sarawak, where some students had to walk miles through jungle, walk across rivers and pass dangerous terrains, and on rainy days, the situation is worsened, students would not even make it to schools due to high level of river water. Some schools are on mountain ranges, whereby even teachers will have to wait for weekends for chartered heavy-duty vehicles to transport them to the nearest village or town to get their supplies. These are norms in rural areas in Sabah.

There is an on-going debate on the classification of schools into rural and urban category. Coladarci (2007) pointed out that there is no single definition of rural, some of the considerations for this classification are population size, population density, proximity to an urbanised area, type of economic activity, income and educational- attainment levels, commuting patterns are also to be considered. Some variations of rural areas are such from Johnson and Strange (2005) who stated that rural areas are those areas outside of metropolitan cities with a population size of less than two thousand five hundred people while Monk (2007) defined rural areas as those areas relying heavily on agriculture as the means of economic resources. Owusu-Acheampong and Williams (2015) merged these two definitions and defined rural areas as regions with small sized population of less than two thousand five hundred people, with main reliance on agriculture. However, Coladarci (2007) argued that there is no problem in the absence of consensus regarding the meaning of rural, as long as the reports and publications on rural education describe the context of their research in sufficient detail.

As for Malaysia, the schools are categorised into urban and rural by Ministry of Education based on the location and the population of towns and districts in which they are situated. Rural schools are those situated in towns or districts with a population of less than 10,000 people. In contrast, urban schools refer to those schools situated in towns or districts with a population of more than 10,000 people (Chandrasegaran cited in Talif and Edwin, 1990).

There are many issues when comes to teachers and school performances particularly in rural schools and islands of Sabah, the major ones are the lack of facilities and the availability of suitable teachers. Rural areas of Sabah are categorised into four zones: 1) sea, 2) river, 3) interior and 4) highlands. Looking at the teachers based in the rural schools of Malaysia, report from the Rural School Index indicated that only 17 per cent of the teachers in the rural areas are qualified. Majority of teachers and headmasters teaching here were only with Sijil Pelajaran Malaysia (equivalent to Cambridge 'O' Level Certificate). The data also indicated that in general, teachers in rural schools lacked in teaching competencies, the headmasters lacked in management skills and most of the teachers were not teaching according to their major subjects. On top of that, secondary school teachers in the rural areas indicate that they were left behind in terms of upgrading themselves professionally. They reported that they did not have the opportunity to use the Information and Communications Technology (ICT) in their teaching due to the lack of facilities such as electricity (Dambul, Omar and Osman, 2010).

Although it has been shown that these situations are affecting the teacher's and school's performance, there is still a need for more comprehensive studies to understand the quality of educational delivery and services in this type of schools, focusing particularly on teachers effort beyond their call of duty, which has the ability to influence the school performance. Although Organisational Citizenship Behaviour has been investigated in teachers, and its effect on students and school performance, more evidence is required in Malaysia school settings, particularly looking at Sabah and contrasting it between the urban and rural schools. The next segment will look specifically into Organisational Citizenship Behaviour in Malaysia schools.

2.9. Organisational Citizenship Behaviour in Malaysia Academic Settings

There has been increasing interest on the subject of Organisational Citizenship Behaviour (OCB) in Malaysia particularly in academic sector. Organisational Citizenship Behaviour can serve as a cost effective way to improve organisational performance. Khan and Rashid (2012) conducted a study on academicians in private higher learning institutions in Malaysia. They looked at various potential mediators to Organisational Citizenship Behaviour and concluded that among all the variables, organisational commitment seems to be the most significantly impactful variable in explaining exhibition of Organisational Citizenship Behaviour among academicians

selected for the pilot study. They also recommended for further study in this area to cover a larger sample and with academicians from different departments and universities. These findings in Malaysian academic setting laid a perfect path for further studies on Organisational Citizenship Behaviour on academicians in different type of academic settings, especially government schools. Hence, larger scale study on Organisational Citizenship Behaviour is expected to follow this pilot study on larger size of population in Malaysia. This sets a strong foundation for the theoretical framework of this research, which is explained in below segment.

2.10. Theoretical Framework

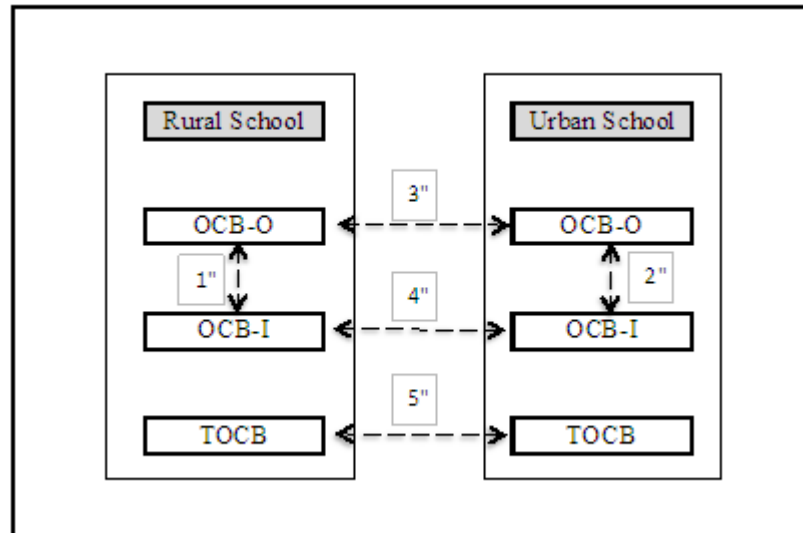


Figure 1: Theoretical Framework and Hypothesis

The Figure 1 above illustrates the theoretical framework of this research. The categories of schools, urban and rural were set as the independent variable while the Organisational Citizenship Behaviour, categorised into two types; Organisational Citizenship Behaviour towards directed towards organisation (OCB-O) and Organisational Citizenship Behaviour directed towards individual (OCB-I) and the Total Organisational Citizenship Behaviour, TOCB (OCB-O + OCB-I) were set as dependant variables. The numbers indicated as 1 to 5 in the diagram above are representing research questions to be answered as well as research hypothesis being tested.

2.10.1. Research Questions:

- Question #1: Is there a significant difference between OCB-O and OCB-I exhibited by rural primary school teachers in Sabah?
- Question #2: Is there a significant difference between OCB-O and OCB-I exhibited by urban primary school teachers in Sabah?
- Question #3: Is there a significant difference between OCB-O exhibited by rural and urban primary school teachers in Sabah?
- Question #4: Is there a significant difference between OCB-I exhibited by rural and urban primary school teachers in Sabah?
- Question #5: Is there a significant difference between Total OCB (TOCB) exhibited by rural and urban primary school teachers in Sabah?

2.10.2. Research Hypothesis:

- Hypothesis #1: There is no significant difference between OCB-O and OCB-I exhibited by rural primary school teachers in Sabah.
- Hypothesis #2: There is no significant difference between OCB-O and OCB-I exhibited by urban primary school teachers in Sabah.
- Hypothesis #3: There is no significant difference between OCB-O exhibited by rural and urban primary school teachers in Sabah.
- Hypothesis #4: There is no significant difference between OCB-I exhibited by rural and urban primary school teachers in Sabah.
- Hypothesis #5: There is no significant difference between Total OCB (TOCB) exhibited by rural and urban primary school teachers in Sabah.

2.11. Antecedents and Consequences of Organisational Citizenship Behaviour

Now that the basics of Organisational Citizenship Behaviour (OCB) are established, further in-depth analysis is required on this construct. As Organisational Citizenship Behaviour has been extensively shown to have positive effect on organisational performance, the antecedents for Organisational Citizenship Behaviour need to be explored. By knowing the antecedents for Organisational Citizenship Behaviour, school leaders could cultivate OCB in their schools, comprehensively. Somech and Oplatka (2015, p. 45) stated that there are three groups of antecedents that encourages teacher's willingness to perform OCB in schools, they are, 1) Individual-Level, 2) Dyadic-Level and 3) Organisational-Level factors. As for the consequences, there are two established levels, 1) Individual-Level and 2) Organisational-Level factors as compiled in Figure 2 below.

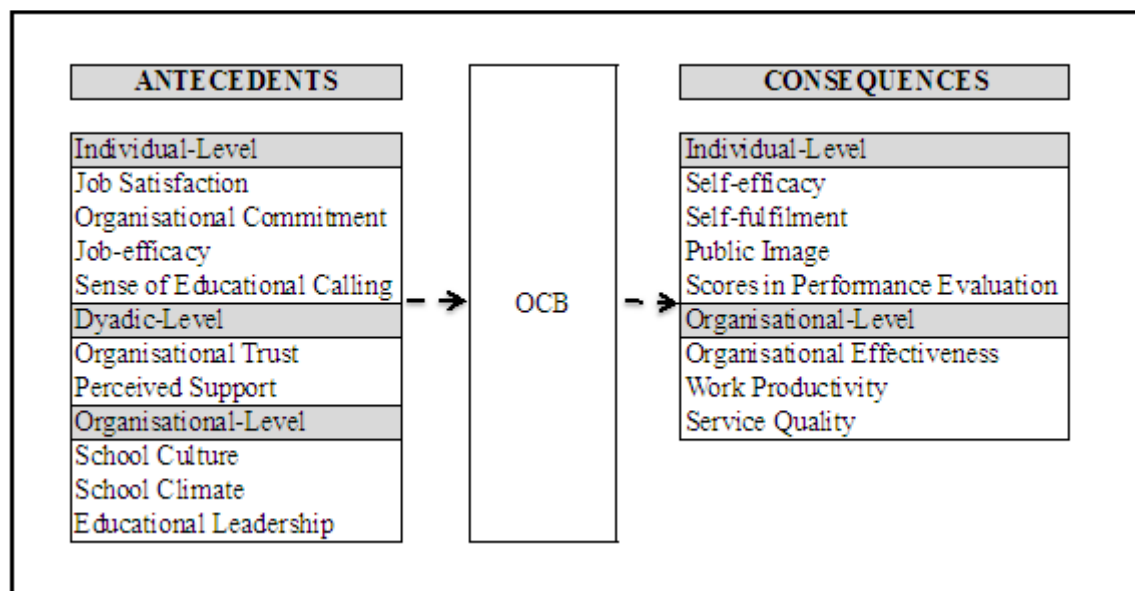


Figure 2: Antecedents and Consequences of Organisational Citizenship Behaviour

Organisational Citizenship Behaviour should not be observed in isolation, its antecedents and consequences must always be analysed along with other contextual factors that could be related to this set of behaviours.

2.12. Organisational Citizenship Behaviour Dimensions: OCB-O and OCB-I

Organisational Citizenship Behaviour was initially categorised into five different dimensions by Organ (1988); 1) altruism (helping others at individual level), 2) courtesy (keeping others in the communication channel before taking any action that might affect other individuals, 3) conscientiousness (comply to rules and procedures within the organisational norm), 4) sportsmanship (accepting facts and tasks without complaining) and 5) civic virtue (keeping abreast with the organisations' important matters). The first two dimensions, altruism and courtesy, which are directed towards individuals, were clustered together as OCB-I and the other three dimensions which are directed towards the organisation are clustered together as OCB-O by William and Anderson (1991) and supported by Lee and Allen (2002). Both OCB dimensions have been proven to affect organisation's productivity, efficiency, effectiveness and overall performance.

Although these effects are established, study in different organisational context is still lacking particularly in education setting (Erturk, 2007). Mohammad, Habib and Alias (2011), referring to OCB-O and OCB-I's effect stated that OCB-O has a direct effect on employees' attitude on their work characteristics and focused primarily on organisational effects, while OCB-I effects on individual level at the work place. OCB-I, which might appear to have only indirect effect on organisational performance, plays a vital role in maintaining a balance in harmony as well as cultivating employee transactions.

Not many studies are readily available to compare OCB-O and OCB-I head to head. Podsakoff et al (2009, p. 132) stated that there are very few studies that have been specifically design to test the difference between OCB-O and OCB-I. Thus, studies comparing between OCB-O and OCB-I will add great value to this field of study.

In Malaysia's academic setting, Mohammad, Habib and Alias (2011) highlighted one point of difference between OCB-O and OCB-I in their study, by showing that job satisfaction, a primary antecedent of Organisational Citizenship Behaviour, is positively related to OCB-O but not OCB-I. They postulated that the reason behind this could be explained with social exchange theory, whereby employees' job satisfaction is related to the overall positive feelings of employees towards their work and its environment, which will lead to their reciprocity attitude and behaviour towards the organisation as a whole, which is OCB-O. Employees are unlikely to reciprocate to specific individuals due to these positive feelings, which explains why OCB-I was not affected by higher level of job satisfaction. Although this is true based on this particular finding, it is also important to note that OCB-O and OCB-I are highly correlated with each other. Podsakoff et al (2009, p. 127) in their meta-analysis on individual-level and organisational-level consequences of Organisational Citizenship Behaviour stated that OCB-O and OCB-I dimensions, although they both are relatively independent to each other in their effect on Organisational Citizenship Behaviour consequences, it was also shown that they both are strongly correlated.

Thus, both OCB-O and OCB-I should be cultivated in order to influence overall organisational performance although it is also important to study the comparison between OCB-O and OCB-I, which will add great value to this field of study.

2.13. Organisational Citizenship Behaviour in Rural and Urban Schools

Studies on rural and urban schools looking at Organisational Citizenship Behaviour are limited. One study that is very close to this approach is by Semela (2005) who had conducted a research in Ethiopia on Extra-role Behaviour (ERB), another name for Organisational Citizenship Behaviour (OCB). In this study, the researcher found that rural schoolteachers were less willing to demonstrate Extra-role Behaviour than their urban counterpart. The researcher added that the reason behind it could be as explained

by MacEwan (cited in Semela, 2005, p. 35) that rural teachers are usually isolated and have lesser opportunity for interaction with peers compared to urban school teachers. Semela (2005) added that rural schoolteachers workplace is really compromised compared to the urban schoolteachers, hence, rural schoolteachers are more dissatisfied with their job and less willing to display Extra-Role Behaviour (ERB) or Organisational Citizenship Behaviour (OCB). The researcher further added that working in rural schools was negatively and significantly correlated with job satisfaction, a prime factor to facilitate ERB or OCB. This provides a solid reason why the rural schoolteachers were less keen on Organisational Citizenship Behaviour. Although the findings are as such, one of the limitations of the study is that the findings cannot be generalised to other countries as the 'compromised' workplace level may significantly differ from one country to another. The contextual factors must be taken into account. For an example, although rural schools in Malaysia are lacking in infrastructure and accessibility compared to urban schools in general sense, one cannot overlook the initiatives that are being taken by the government to reduce these gaps. To what extent these factors influence teacher's tendency to display Organisational Citizenship Behaviour is still a question mark. Thus, it can be said that this research that focuses on Organisational Citizenship Behaviour and comparing the variable between rural and urban schoolteachers will contribute significantly to this area of study.

3. Methodology

3.1. Research Design

This study is a non-experimental, descriptive and quantitative research using cross-sectional data. Schools list were obtained from Sabah Department of Education, Ministry of Education. Survey methodology was employed to obtain teachers' school category, demographics as well as attitudinal results for the constructs of Organisational Citizenship Behaviour in a set of questionnaire. In this research, the independent variable is school category (rural and urban) and the dependent variable is Organisational Citizenship Behaviour, categorised as OCB-I (OCB directed towards individuals) and OCB-O (OCB directed towards organisation). The subjects for this study consisted of ninety-three (93) teachers from urban and rural primary schools in the state of Sabah. The schools and teachers were sampled randomly. Survey form was used as an instrument to collect data in this study. There were two segments in the survey form, Part A consisting of demographic questions and Part B consisting of Organisational Citizenship Behaviour (OCB) questions. The demographic questions consist of respondents' school category (urban or rural), gender (male or female), age (in years), teaching experience (in years), highest level of education (Certificate, Bachelor Degree, Master's Degree and PhD) and their salary grade. The Organisational Citizenship Behaviour (OCB) questions in Part B were adapted and modified from Lee and Allen (2002). The questions classified Organisational Citizenship Behaviour (OCB) into two dimensions, 1) Organisational Citizenship Behaviour directed towards organisation (OCB-O) and 2) Organisational Citizenship Behaviour directed towards individuals (OCB-I) as defined by Williams and Anderson (1991). There were sixteen (16) questions all together in the survey questionnaire, eight (8) of them to capture OCB-O and another eight (8) to capture OCB-I. Organisational Citizenship Behaviour directed towards organisation (OCB-O) were captured in question 1, 2, 4, 9, 10, 11, 13 and 15 while Organisational Citizenship Behaviour directed towards individuals (OCB-I) were captured in question 3, 5, 6, 7, 8, 12, 14 and 16.

3.1.1. Example of OCB questions

OCB-O questions are as below:

- I express loyalty towards my school.
- I demonstrate concern about the image of my school.

OCB-I questions are as below:

- I assist others with their duties.
- I adjust my work schedule to accommodate other teachers' requests for time off.

The questionnaire consists of Likert-type items used by teachers to indicate their level of agreement with each item, ranging on a 5-point scale from *strongly agree* (5) to *strongly disagree* (1). Lee and Allen (2002) reported reliability analysis score of 0.83 for OCB-I and 0.88 for OCB-O respectively.

3.2. Pilot Testing

A pilot study was conducted with the same set of questionnaire and there were sixty-nine (69) respondents (40 from urban and 29 from rural schools in Sabah). The data was used to determine the internal consistencies among the 16 questions in the instrument. Since the data on the survey were combined for analysis, the pilot study is deemed vital. The data collected was analysed using SPSS version 20.0 looking at reliability analysis, measuring Cronbach's alpha. Below is the summary of Pilot Data's Cronbach's alpha reports for OCB-O and OCB-I.

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.922	.923	8

Table 1a: Cronbach's Alpha for OCB-O

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.901	.905	8

Table 1b: Cronbach's Alpha for OCB-I

From the analysis in Table 1a above, the Cronbach's alpha for OCB-O shows value of 0.922 and as for OCB-I as shown in the Table 1b above, the value was 0.901. Both the values are higher than the recommended value of 0.70. The values are also in line with Lee and Allen (2002) original questionnaire that has reported reliabilities of 0.83 (OCB-I) and 0.88 (OCB-O). This indicates that the questions used in the questionnaire have high internal consistencies and reliability. Hence, it is suitable to be used for the actual research.

3.3. Data Analysis Procedures

Microsoft excel was used for data entry and simple percentage and summation works due to its ease of use. These data then were transferred to Statistical Package for the Social Sciences (SPSS Version 20.0) for both descriptive and inferential statistical analysis.

3.4. Statistical Procedures

The specific analysis tools that were used to analyse the data based on the research question are in Table 2.

Questions	Hypothesis	Description	Analysis used
Q1	H1	Difference between Rural OCB-O and Rural OCB-I	Paired samples t-test
Q2	H2	Difference between Urban OCB-O and Urban OCB-I	Paired samples t-test
Q3	H3	Difference between Rural OCB-O and Urban OCB-O	One way ANOVA
Q4	H4	Difference between Rural OCB-I and Urban OCB-I	One way ANOVA
Q5	H5	Difference between Rural TOCB and Urban TOCB	One way ANOVA

Table 2: Specific Analysis Tools Used for Research Questions

4. Data Analysis and Findings

4.1. Target Sample Description

A total of one hundred and thirty three (133) survey forms were distributed, one hundred and eleven (111) forms were returned, of which ninety-three (93) forms were complete and eighteen (18) forms were incomplete. This gives overall response or return rate of 83%. The completed forms represent 84% of the total forms returned, which are suitable and used for analysis in this research. From the total ninety-three forms qualified for analysis, 43 forms were from rural schools and the balance 50 forms were from urban schools. The summary of survey forms distributed and returned is as shown in Table 3 below.

Category	Number of Survey Forms
Total Distributed	133
Returned	111
Total Completed	93
Completed - Urban	50
Completed - Rural	43
Incomplete	18

Table 3: Summary on Survey Forms Distributed and Returned

4.2. Organisational Citizenship Behaviour Data Descriptive Analysis

Total OCB-O and OCB-I were recorded based on the school category, rural and urban. Then, OCB-O and OCB-I were totalled up to form Total OCB.

School Category		TTLOCBO	TTLOCBI	TTLOCB
Rural	Mean	16.2558	19.4419	35.6977
	N	43	43	43
	Std. Deviation	4.11786	4.33316	7.75989
Urban	Mean	16.9600	19.9200	36.8800
	N	50	50	50
	Std. Deviation	3.97420	4.27064	7.21574
Total	Mean	16.6344	19.6989	36.3333
	N	93	93	93
	Std. Deviation	4.03459	4.28289	7.45469

Table 4: Organisational Citizenship Behaviour Score Data

4.3. Hypothesised Analysis

In this segment, both demographic and Organisational Citizenship Behaviour (OCB-O, OCB-I and Total OCB) data were compared to each other to find the mean difference as well as correlations between them. The analysis will be based on the research questions and hypotheses developed for this study.

4.4. Findings on Q1 and H1: Difference between Rural OCB-O and Rural OCB-I using Paired Samples t-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	TTLOCBO	16.2558	43	4.11786	.62797
	TTLOCBI	19.4419	43	4.33316	.66080

Table 5: Rural Schools Paired Samples Statistics

Table 5 shows the mean score for OCB-O of 16.25 and OCB-I of 19.44 for the forty-three subjects from rural schools.

		N	Correlation	Sig.
Pair 1	TTLOCBO & TTLOCBI	43	.686	.0000038

Table 6: Rural Schools Paired Samples Correlations

Table 6 shows *p* value of 0.0000038, which is less than the comparison standard *p* value of 0.05. This indicates a positive correlation between OCB-O and OCB-I in rural schools. This is expected, as generally, those who exhibit OCB-O are also expected to exhibit OCB-I.

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	SD	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	TTLOCBO - TTLOCBI	-3.19	3.35	0.51	-4.22	-2.15	-6.23	42	.0000019

Table 7: Rural Schools Paired Samples Test

Comparing the mean of OCB-O and OCB-I using Paired Samples t-Test reveals *p* value of 0.0000019, which is less than the comparison standard *p* value of 0.05. This indicates that there is a significant difference between OCB-I and OCB-O score in rural schools being studied. This is shown in Table 7 above. This answers Research Question 1 and rejects Hypothesis 1.

4.5. Findings on Q2 and H2: Difference between Urban OCB-O and Urban OCB-I using Paired Samples t-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	TTLOCBO	16.9600	50	3.97420	.56204
	TTLOCBI	19.9200	50	4.27064	.60396

Table 8: Urban Schools Paired Samples Statistics

Table 8 shows the mean score for OCB-O of 16.96 and OCB-I of 19.92 for the 50 subjects from urban schools.

		N	Correlation	Sig.
Pair 1	TTLOCBO & TTLOCBI	50	.531	.000072

Table 9: Urban Schools Paired Samples Correlations

Table 9 shows *p* value of 0.000072, which is less than the comparison standard *p* value of 0.05. This indicates a positive correlation between OCB-O and OCB-I in urban schools. This is expected, as generally, those who exhibit OCB-O are also expected to exhibit OCB-I.

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	SD	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	TTLOCBO - TTLOCBI	-2.96	4.00	0.57	-4.10	-1.82	-5.23	49	.0000035

Table 10: Urban Schools Paired Samples Test

Comparing the mean of OCB-O and OCB-I using Paired Samples t-Test reveals p value of 0.0000035 as shown in Table 10 above, which is less than the comparison standard p value of 0.05. This indicates that there is a significant difference between OCB-I and OCB-O score in urban schools being investigated. This answers Research Question 2 and rejects Hypothesis 2.

4.6. Findings on Q3, Q4, Q5 and H3, H4, H5: Difference between OCB-O of Rural and Urban and OCB-I of Rural and Urban using One-Way ANOVA

OCB	School Category	N	Mean	SD.	Std. Error	95% Confidence Interval for Mean		Min.	Max.
						Lower Bound	Upper Bound		
TTLOCBO	Rural	43	16.26	4.12	0.63	14.99	17.52	9	27
	Urban	50	16.96	3.97	0.56	15.83	18.09	10	31
	Total	93	16.63	4.03	0.42	15.80	17.47	9	31
TTLOCBI	Rural	43	19.44	4.33	0.66	18.11	20.78	11	29
	Urban	50	19.92	4.27	0.60	18.71	21.13	11	32
	Total	93	19.70	4.28	0.44	18.82	20.58	11	32
TTLOCB	Rural	43	35.70	7.76	1.18	33.31	38.09	22	54
	Urban	50	36.88	7.22	1.02	34.83	38.93	22	63
	Total	93	36.33	7.45	0.77	34.80	37.87	22	63

Table 11: Organisational Citizenship Behaviour Descriptive Analysis: Comparison Between School Category.

Table 11 shows the lowest and highest score of OCB-O, OCB-I and Total OCB. The lowest score recorded for OCB-O in rural schools was 9 while for urban schools it was 10. The highest score recorded for OCB-O in rural schools was 27 while for urban schools it was 31. As for OCB-I, the lowest score recorded for both rural and urban schools was 11. The highest score recorded for OCB-I in rural schools was 29 while for urban schools it was 32.

		Sum of Squares	df	Mean Square	F	Sig.
TTLOCBO	Between Groups	11.464	1	11.464	.702	.404
	Within Groups	1486.106	91	16.331		
	Total	1497.570	92			
TTLOCBI	Between Groups	5.285	1	5.285	.286	.594
	Within Groups	1682.285	91	18.487		
	Total	1687.570	92			
TTLOCB	Between Groups	32.317	1	32.317	.579	.449
	Within Groups	5080.350	91	55.828		
	Total	5112.667	92			

Table 12: Organisational Citizenship Behaviour ANOVA: Comparison Between School Category.

This analysis will answer Research Question and Hypothesis 3, 4 and 5. A One-way ANOVA was performed to compare the difference of the mean score of OCB-O, OCB-I and Total OCB for the two groups, rural and urban schools, which is shown in Table 12 above. Looking at OCB-O between rural and urban, there is statistically no significant difference between the groups with p value of 0.404, which is higher than the standard comparison p value of 0.05. As for OCB-I, similar result was observed; there is statistically no significant difference between the groups with p value of 0.594, which is also higher than the standard comparison p value of 0.05. Finally, comparing Total OCB between the rural and urban schools, as this value is a summation of OCB-O and OCB-I, same result was observed, there is statistically no significant difference between the groups with p value of 0.449, which is also higher than the standard comparison p value of 0.05. This means, Research Questions 3, 4 and 5 are all answered while Hypothesis 3, 4 and 5 are all accepted.

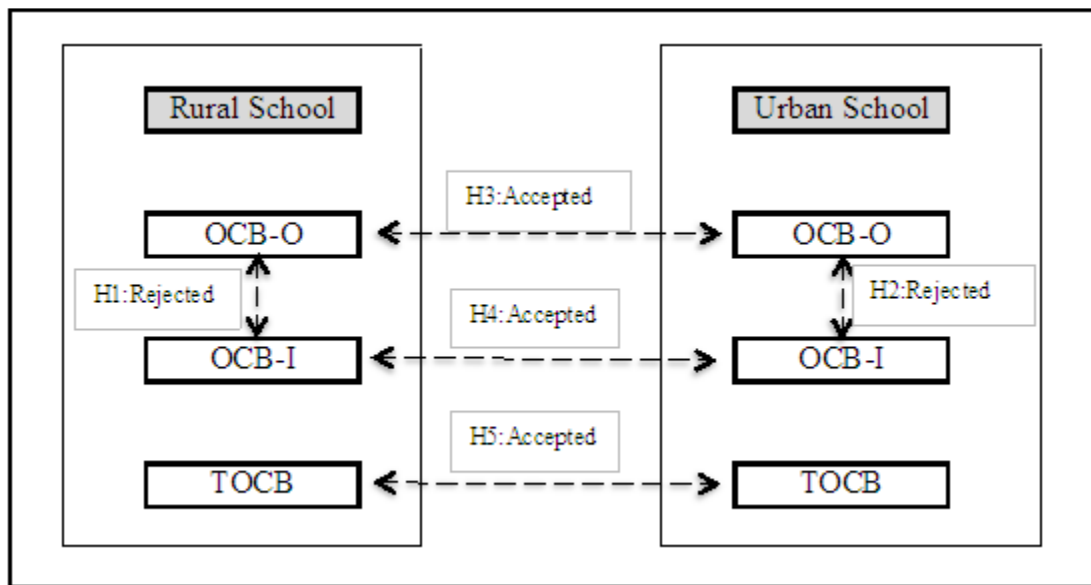


Figure 3: The Summary of Analysis and Findings

4.7. Summary of Analysis and Findings

Figure 3 above illustrates how have the hypotheses emerged and research questions of this study answered. It is clearly shown that Hypothesis 1 and 2 have been rejected while Hypothesis 3,4 and 5 have all been accepted. In depth discussion of these findings with the possible reasons and implications is explored in the next segment.

5. Conclusions and Discussions

A powerful remark by Schawbel (2013), "If one were to succeed in today's workplace and get noticed, he or she must do a lot more than what they are hired for, they have to go beyond the job description" sets the stage of this concluding segment. Organisational Citizenship Behaviour (OCB), the non-mandatory behaviours, are subtle, beyond the call of duty, exhibited over and above the compulsory requirements, not compensated by the formal rewards system but is essential for the functioning of any organisation.

5.1. Discussion of Hypothesised Findings

The researcher introduced the theoretical framework as illustrated in Figure 1 with the believe that no difference is expected between the Organisational Citizenship Behaviour dimensions, OCB-O and OCB-I in both school categories, as the researcher believes that one who performs Organisational Citizenship Behaviour towards individual (altruism and courtesy), also has the tendency to exhibit similar behaviour towards the benefits of the organisation (sportsmanship, consciousness and civic virtue). In this research, there was significant positive correlation between OCB-O and OCB-I for both school categories, strengthen the researcher's stand. In addition, Newman (2012) added more to this claim with a research on college students that there was a significant positive correlation between OCBI and OCBO, $r(77) = .75, p < .001$ and based on this finding, she concluded that individuals who are inclined to exhibit OCB-O is also likely to exhibit another dimension of Organisational Citizenship Behaviour, OCB-I.

This should be consistent to both rural and urban school context, because Organisational Citizenship Behaviour could most likely be individuals' trait like behaviour and closely related to personality. This argument is widely researched and one strong example is as shown by Kumar, Bakhshi and Rani (2009) in their study on the relationship between Organisational Citizenship Behaviour and the Big-Five personality model (Openness to Experience, Conscientiousness, Extraversion, Agreeableness and Neuroticism) among 187 medical doctors in India, in which they found that four of the five personality factors were positively and significantly correlated to Organisational Citizenship Behaviour. Only Neuroticism was found not to have any correlation to Organisational Citizenship Behaviour. In addition to that, in Malaysia, CheIshak, Ismail and Sulaiman (2013) studied 105 respondents from marine companies looking at Organisational Citizenship Behaviour and the Big-Five personality factors, found out the that results were similar to Kumar et. al (2009), where four out of five factors had positive relationship with Organisational Citizenship Behaviour (Agreeableness, Conscientiousness, Openness to Experience and Emotional Stability) but Extroversion has an inverse relationship with Organisational Citizenship Behaviour. Suresh and Venkatammal (2010) in their study on antecedents of Organisational Citizenship Behaviour in India context, also supported the findings by Kumar et. al (2009), by adding that personality factors have direct effect on Organisational Citizenship Behaviour. On top of these findings, a very recent study on the relationship between the Big-Five to Organisational Citizenship Behaviour by Azimzadeh and Bai (2015) showed that the positive relationship between the two variables are consistent to earlier studies.

Another element they have added in their study was the dimension of Organisational Citizenship Behaviour, OCB-O and OCB-I. They concluded that personality might have parallel relationship with OCB-O and OCB-I, but to determine its direct effect on OCB-O and OCB-I individually, more research is needed to distinguish these two Organisational Citizenship Behaviour dimensions. These evidences convinced the researcher to hypothesise that one's tendency and personality to help an individual should also be translated in

helping behaviour towards organisation. Also, this relationship should also be consistent over different context, in this study, the OCB-I and OCB-O is expected to be same regardless whether the teachers are from rural or urban schools.

The examination on the difference between the OCB-I and OCB-O in urban as well as rural schools in this study, however, produced unexpected results. Unlike the initial believe and evidence, there was a significant difference in the mean score of OCB-I and OCB-O, consistently in both rural and urban schools, which shows that there were more teachers willing to exhibit helping behaviours towards individual but to lesser extent towards the organisation. This is not in line with the initial assumptions and available evidences that Organisational Citizenship Behaviour is expected to be consistent with individual personality. Perhaps other factors other than personality had played significant role here.

To explain this, it is important to look back at the antecedents for Organisational Citizenship Behaviour. This finding, which shows that both, rural and urban schoolteachers displayed more helping behaviour directed towards individual compared to organisation, might have been influenced by one or more of these antecedents and demands for further research in this area.

It is also important to note that there are not many studies readily available comparing OCB-I and OCB-O to date, let alone in academic settings. As pointed out by Somech and Oplatka (2015, p.43), research on Organisational Citizenship Behaviour in the context of schools to date, is not well established but definitely indicating high value and promises crucial implications for the study of school effectiveness. This finding is expected to create high level of interest and excitement among researchers to explain the phenomena and add further to the limited body of evidence.

In comparing the dimensions of Organisational Citizenship Behaviour with different school category, OCB-O of rural versus OCB-O of urban and OCB-I of rural versus OCB-I of urban, there was no significant difference in the mean OCB-O scores from rural schools and the mean OCB-O score from urban schools. The same result was noticed when the means of OCB-I scores between rural and urban schools were compared. The same result was also noticed when the mean of Total OCB-I scores between rural and urban schools were compared. Here, it shows that irrespective of the contextual factor of urban and rural, both Organisational Citizenship Behaviour dimension were not affected. These findings seem to be consistent with the Personality-Organisational Citizenship Behaviour that was hypothesised by the researcher. From this finding, it can be concluded that those who are keen to demonstrate OCB-O, regardless of the school category, will demonstrate this helpful behaviour anyway. The same applies to OCB-I demonstrated by teachers from rural and urban schools.

To date, there are very limited evidence is available on this sets of comparison, between Organisational Citizenship Behaviour dimensions of rural and urban schoolteachers. The researcher would like to quote Somech and Oplatka (2015, p.43), who firmly stated that the studies on Organisational Citizenship Behaviour in the context of schools to date are extremely limited. Hence, the researcher is suggesting for more studies on this area to add to the limited body of evidence available currently. For sure, more excitement is created with this relatively new findings and further research will only bring enlightenment on the teachers' behaviour and their effects on teachers, students and their school's performance.

5.2. Limitations

This research, conducted in rural and urban schools comparing the Organisational Citizenship Behaviour dimensions, has its own limitations, like any other research. Despite stringent measures taken at all stages of research, no research can be perfect. Listed below are the limitations that the researcher would like to highlight.

1. The study was based on cross-sectional data collection. The causality influence of either Organisational Citizenship Behaviour dimensions or the school category was not captured here. Longitudinal research will be required to understand the causality as well the variance of the variables over time.
2. The data was collected via self-rated survey. Donaldson and Grant-Vallone (2002) stated that one major problem with self-rating surveys are respondents tend to over-report positive behaviours and under-report negative behaviours. They choose answers that will make them look good. There is also believe by respondents that their employer might have access to their responses, hence chooses the 'politically right' answers.
3. The samples size analysed in this study was only 93. This is relatively a small number compared to the total number of teachers in Sabah, thus subjected to the effect-size. The magnitude of difference between groups was not captured in this quantitative study.
4. The study focused on rural and urban schoolteachers and the school category was used as the independent variable. This study doesn't recognise if there is any infrastructure, environmental or even school cultural difference from one school to another. These 'outside' factors were not measured hence their influence on the findings were not recognised. The ambiguous definition of rural and urban area could also contribute to the limitations of the findings.
5. Due to the population of this study being focused only on primary school teachers, the findings are limited to primary school teachers similar to the sample and may not be generalisable to schools with other levels.
6. The findings are limited according to the constitutive and operational definitions set out in this study for the variables considered.
7. The findings are based on Sabah, Malaysia; different cultural and international contexts may limit the generalisability of the results. It cannot be concluded that the findings may have the same implications for Organisational Citizenship Behaviour in different cultural environment, as the values of the participants in this current study might not accurately represent the values of other countries. Comparative studies across professions, cultures, and industries are needed in order to truly understand the dynamics of Organisational Citizenship Behaviour.

5.3. Recommendations for Further Research

This study definitely adds to the existing body of evidence available on Organisational Citizenship Behaviour in school setting. Furthermore, this study is unique as it is specific on two dimensions of Organisational Citizenship Behaviour (OCB-O and OCB-I) in rural and urban school category, in a subset group of teacher, in the state of Sabah, Malaysia.

The significant difference observed between OCB-O and OCB-I in this study must be researched further in school setting, as there is very limited evidence available to date. The directions of the Organisational Citizenship Behaviour (OCB-O and OCB-I) have great potential in the field of organisational behaviour thus demands more research on this aspect of findings.

Antecedents, consequences and motives of Organisational Citizenship Behaviour can also be studied in this group of teachers and the findings might explain better the difference observed between these two groups. This alone will add to more questions to be researched and answered in the future. Furthermore, the definition and classification used for Organisational Citizenship Behaviour could also be altered in future research. As this study examined Organisational Citizenship Behaviour as OCB-O and OCB-I, perhaps in future, they can be broken down to their individual five dimensions: altruism, courtesy, sportsmanship, conscientiousness and civic virtue and observe the dynamics of these five constructs in the same school category. One interesting parameter to test is organisational trust, as recent evidence in Sabah suggest that, there is a significant relationship between trust and Organisational Citizenship Behaviour (OCB) exhibited by staff at a public university, according to Dasan, Bahron and DatuEranza (2015). The same study could be extended to teachers in Sabah. Looking at another major predictor of Organisational Citizenship Behaviour, job satisfaction, Unal (2013) who tested the facets of job satisfaction to the five OCB dimensions stated that not all facets of satisfaction have same level of effect on all the five dimensions. In this study, an interesting finding was observed, the satisfaction on pay was impactful only on courtesy, but not on other dimensions of OCB. This calls for more studies, not only on the OCB dimension but also on the facets of the antecedents.

Future research could also be conducted among secondary school teachers focusing on the same variables. This is proposed by researcher, as some studies on Organisational Citizenship Behaviour shows variance in this construct between primary and secondary schoolteachers. One examples is as reported by Semela (2005) who stated that secondary school teachers were less inclined to display Organisational Citizenship Behaviour compared to their primary school counterparts.

As previous findings have linked Organisational Citizenship Behaviour very strongly to the Big-Five Personality factors, further research could be conducted on Sabah schoolteachers to find out whether the same applies in this context, as some segment of the findings in this study did show some tendency of that relationship. Teacher's demographics and their effect on Organisational Citizenship Behaviour can also be studied to provide further evidence on this field.

Somech and Oplatka (2015, p. 83) has proposed a new term of Organisational Citizenship Behaviour, specifically for teachers, called Teacher Citizenship Behaviour (TCB). In this definition, Teacher Citizenship Behaviour (TCB) consists of Organisational Citizenship Behaviour (OCB) and Emotional Focused Citizenship Behaviour (ECB). In their new integrative model, they have proposed the school contextual factors; school characteristics and teaching characteristics could lead to the two domains of TCB; OCB and ECB, and these OCB and ECB are to produce organisational outcome as well as individual outcomes, through three types of moderators; individual, dyadic and organisational moderators. This is an interesting area and could be tested in Sabah context in future research.

The interesting finding observed in this study, particularly the higher score of OCB-I over OCB-O, demands further investigation. Perhaps the cultural and religious practices could be studied on their effect on OCB-I. Due to the nature of the OCB-I, which is projected towards individuals, some communal as well as individual factors could have been a factor, thus further studies on this relationship could add further to the existing body of evidence.

Harper and College (2015) have also supported this by calling for more research on this area to develop a roadmap of OCB antecedents, moderators and consequences. They have raised an interesting question, how are these two forms of OCB (OCB-O and OCB-I) related differently with other organisational behaviour factors as the findings could help academicians and organisational practitioners to comprehend and 'manipulate' factors affecting OCB.

5.4. Implications of the Findings

There are many relevant implications from these findings. The researcher would like to highlight few important ones.

1. The findings may be useful for the school principals to understand the Organisational Citizenship Behaviour (OCB) displayed by their teachers, actively observe and cultivate this positive behaviour among teachers as it has been proven to contribute to individual as well as organisational level benefits.
2. The findings may be useful for the Ministry of Education (MOE) human resources policy makers to actively identify the gaps between rural and urban schools, manage the gaps available in facilities, working environment and compensations in both the school category to encourage the Organisational Citizenship Behaviour contribution from their teachers irrespective of the school category.
3. The findings mayalso be useful to create awareness on Organisational Citizenship Behaviour among principals and schoolteachers and encourage them to be more observant, identify and manage this positive behaviour better.
4. The findings may be useful in providing encouragement to Human Resources (HR) teams in Sabah (schools and even private business organisations) to seek for suitable training programmes for their employees.
5. It is hoped that these findings can serve as a basis for further research on Organisational Citizenship Behaviour in the state of Sabah.
6. In general, there is lack of data on Organisational Citizenship Behaviour in education setting. There is also lack of data on

comparison between urban and rural schoolteachers on those variables. These findings are expected to create more excitement among researchers on this area in Malaysia and worldwide.

7. The researcher is keen to conduct training programmes in schools in Sabah and other states in Malaysia, to increase awareness and impart knowledge on Organisational Citizenship Behaviour among schoolteachers and principals.

6. Conclusion

This study concludes that although OCB-O and OCB-I are correlated to each other, the actual display of these two different sets of behaviours by individuals may not be on the same magnitude or direction. As these findings are relatively new in the context of school setting and particularly in Sabah, further research is required to understand the phenomena in greater depth.

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APPENDIX A. Research Study Questionnaire**QUESTIONNAIRE FOR TEACHERS**

Dear Respondent,

This survey seeks to observe the level of Organisational Citizenship Behaviour (OCB) among secondary school teachers in Sabah, Malaysia.

Your responses together with others will be combined and used for statistical summaries only. **I assure you that your responses will remain strictly confidential and anonymous.** I appreciate your cooperation and thank you for participating in this survey.

Definition of Terms:**Organisational Citizenship Behaviour (OCB):**

Organisational Citizenship Behaviors (OCB) is defined as those extra work related behaviors, which go above and beyond the routine duties, prescribed by their job descriptions or measured in formal evaluations (Bateman and Organ, 1983). Examples of these efforts include cooperation with peers, performing extra duties without complaint, punctuality, volunteering and helping others, using time efficiently, conserving resource, sharing ideas and positively representing the organisation (Turnipseed & Rassuli, 2005).

Part A: Demographic

Instructions: Please indicate by circling or writing the appropriate response for each question.

- 1 School category : Urban / Rural
- 2 Gender : Male / Female
- 3 Your age : years old
- 4 Your total teaching experience : years
- 5 Your highest education level : Certificate / Diploma / Degree / Masters / PhD
- 6 Your current salary scale : DG

Part B: Organisational Citizenship Behaviour (OCB)

This questionnaire is a series of statements about your perception of your organisational citizenship behavior that you display at your workplace. Please describe your current behavior as it is, not what you would like to do in future.

Instructions: Please indicate your personal opinion about each statement by circling the appropriate response at the right of each statement.

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I show pride when representing my school in public.	1	2	3	4	5
2	I express loyalty toward my school.	1	2	3	4	5
3	I willingly give my time to help others who have work-related problems.	1	2	3	4	5
4	I defend my school when other teachers criticize it.	1	2	3	4	5
5	I help others who have been absent.	1	2	3	4	5
6	I share personal property with others to help their work.	1	2	3	4	5
7	I assist others with their duties.	1	2	3	4	5
8	I show genuine concern and courtesy toward other teachers, even under the most trying work or personal situations.	1	2	3	4	5
9	I keep up with developments in the school.	1	2	3	4	5
10	I take action to protect my school from potential problems.	1	2	3	4	5
11	I demonstrate concern about the image of my school.	1	2	3	4	5
12	I adjust my work schedule to accommodate other teachers' requests for time off.	1	2	3	4	5
13	I attend functions that are not required but that help my school's image.	1	2	3	4	5
14	I go out of the way to make newer teachers feel welcome in the work group.	1	2	3	4	5
15	I offer ideas to improve the functioning of my school.	1	2	3	4	5
16	I give up time to help others who have work or nonwork problems.	1	2	3	4	5

~ Thank you ~