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The Importance of Organisational Citizenship Behaviour in Malaysian Education

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Abstract

The aim of this conceptual paper is to discuss the importance of organisational citizenship behaviour in Malaysian Education. Education Sector has been highlighted and indicated as one of crucial key area to Malaysia Economic Transformation Programme. It plays a central role to ensure the economic growth and national development for the country. Organisational citizenship behaviour is found to be important in education industry, especially in government schools. In this paper, a detailed discussion on organisational citizenship behaviour in an organisation as well as the importance of organisation citizenship behaviour in school.

Keywords: Organisational Citizenship Behaviour, School, Teacher

Introduction

Education is important for any nation as it plays a central role to ensure the economic growth and national development for the country (Malaysia Education Blueprint 2015-2025, 2015). In Malaysia, the education sector has been identified as one of the main contributors for the success of Economic Transformation Programme 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, 2013).

In conjunction of the Economic Transformation Programme, Malaysian government has also formulated and implemented the tenth Malaysia Plan in 2010 to move the direction and focuses on human capital development. It is also emphasized by Malaysian Deputy Prime Minister Yang Amat Berhormat Tan Sri Dato' Haji Muhyiddin bin Mohd Yassin and Minister of Education Yang Berhormat Dato' Seri Mohamed Khaled Nordin, that education sector is critical for Malaysia to obtain and achieve the status of high-income nation. This is also mentioned in World Bank Report 2013, where the development of human capital is extremely vital in the New Economic Model in order to achieve inclusive and sustainable economic growth in Malaysia.

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, 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, 2013). The Ministry of Education has also conducted an extensive review on the education system and successfully develop a new and long term plan which is known as National Education Blueprint from 2015 to 2025. This Blueprint requires a ten years duration with eleven shifts to successfully reform the education system.

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 organizational citizenship are vital construct for schools as this construct is salient aspects for creation and maintenance of effective learning environments (Dipaola & Hoy, 2005a; Dipaola & Hoy, 2005b; Dipaola, Tarter & Hoy, 2005).

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). It is also essential for Malaysian Government, MOE, school principals and administrators to promote a trusting environment in order to encourage teachers' to exhibit organisational citizenship behaviour (Guh et al., 2013; McKenzie, 2011).

An Overview of Organisational Citizenship Behaviour

Initially, the term organisational citizenship behaviour is constructed and introduced by Bateman and Organ (1983) and Smith, Organ and Near (1983) whereby it is expressed as "individual behaviour that is discretionary, not directly or explicitly recognised by the formal reward system, and in the aggregate promotes the efficient and effective functioning of the organisation" (Organ, 1988, p.4). In the early of 1980s, there are two dimensions of organisational citizenship behaviour named as altruism and generalized compliance (Smith, et al., 1983). Likewise, Organ has proposed five dimensions of organisational citizenship behaviour: altruism, conscientiousness, sportsmanship, courtesy and civic virtue. Each dimension is helps to maximize the organisation's efficiency. 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 et al. (2009) and LePine et al. (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 organisational citizenship behaviour (Khasawneh, 2011). Podsakoff, MacKenzie, Moorman and Fetter (1990) are the pioneer study and operationalise five-factor organisational citizenship behaviour 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 et al., 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 et al., 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).

Importance of Organisational Citizenship Behaviour

A number of past studies have found out that student achievement is greatly affected by organisational citizenship behavior (Oplatka, 2009; Yilmaz & Tasdan, 2009; DiPaola & Hoy, 2005a; 2005b; Somech & Bogler, 2002). The success of school in achieving the objective and goal is greatly depend on the teachers willingness to go beyond the formal job duties stated in the job description (Vigoda-Gadot, Beeri, Birman-Shemesh & Somech, 2007).

In Oplatka (2009) study result, it is posited that organisational citizenship behaviour is significantly contributed to the improvement of student achievement, teachers' satisfaction level, sense of self-fulfillment and the improvement of school reputation, image and discipline. Somech and Bogler (2002) also mentioned that this non-prescribed organizationally beneficial behaviour will be able to increase the ability to deal to student special needs, improvement of student discipline and enhance classroom performance. This is also confirmed by Oplatka (2009) which displaying organisational citizenship behaviour will significantly related to positive emotions towards their students, colleague and school.

Additionally, organisational citizenship behaviour will improved school image and team work. Dipaola and Tschannen-Moran (2001) also mentioned that if employees practice organisational citizenship behaviour within an organization, then the top managements of school are able to allocate more time on other core activities such as planning and problem solving. Further to this, teachers displaying organisational citizenship behaviour behaviour will help to promote good work places and achieve organization goals (Bogler & Somech, 2004).

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 considered effective when they perform non-prescribed roles, duties and responsibilities (Bogler & Somech, 2004; Jimmieson, Hannam & Yeo, 2010).

Conclusion

In conclusion, the term organisational citizenship behaviour is one of the useful and healthful behaviour that should be practice in school environment. This would bring substantial benefit to school as well as Malaysian Ministry of Education whereby it could further provide the efficiency and effectiveness of school system. Nonetheless, by inculcate the organisational citizenship behaviour in school workplace, the management of school can allocate more time on core activities. Besides, teachers exhibiting citizenship like behaviour will also improvement of student achievement, teachers' satisfaction level, sense of self-fulfilment and the improvement of school reputation, image and discipline.

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743

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