

The Effect of Organization Citizenship Behaviour on Job Satisfaction among Special Education Teachers in Perak, Malaysia

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Abstract

This study aims to investigate the level of organizational citizenship behavior and the level of job satisfaction among Special Education teachers. This study also sought to identify the effect of organizational citizenship behavior on job satisfaction. Using quantitative approach participants were 141 teachers from secondary schools in Perak, Malaysia. Participants were chosen based on cluster sampling and subsequently simple random sampling method, where data was collected using questionnaires. The data were analyzed using descriptive statistic and inferential analysis. The descriptive statistic was used to determine the level of organizational citizenship behavior and the levels of job satisfaction. Multiple linear regression analysis was used to test the hypothesis. The results showed the total mean scores of organization citizenship behavior ($M= 6.024$, $SD=0.560$) and job satisfaction ($M=5.652$, $SD = 0.785$) were at a high level. The results of the multiple linear regression analysis show that organizational citizenship behavior contributes significantly to job satisfaction. Courtesy dimension is the highest dimension, ($\beta=0.304$, $t=3.504$, $p=0.00$), followed by Sportsmanship ($\beta=0.180$, $t=2.427$, $p=0.00$) contributes significantly to job satisfaction. The study concludes that organizational citizenship behavior particularly the dimensions of courtesy and sportsmanship significantly contribute to the high level of job satisfaction among Special Education teachers in Perak, Malaysia. These findings offer valuable insights to the State Education Department on the organizational citizenship behaviour demonstrated by Special Education teachers and its impact on their job satisfaction. These insights can guide the development of targeted strategies at both the school and state levels, ultimately enhancing the overall quality and efficiency of the education system, particularly in the field of special education.

Keywords: Job Satisfaction, Organization Citizenship Behaviour, Special Education Teachers

Introduction

In the dynamic landscape of Malaysian education, Special Education teachers play an essential role in fostering inclusive learning environments. These educators often engage in discretionary behaviors that is beyond their formal responsibilities. Such behaviors align with the concept of Organizational Citizenship Behavior, defined as individual behaviour that is discretionary, not directly or explicitly organized by the formal reward system, and that, in the aggregate promotes the effective functioning of the organization (Organ, 1988).

Carrying out responsibilities in a special education setting presents significant challenges. These challenges are not solely attributed to students with special needs, but are also influenced by factors such as parental involvement, support from school staff, the quality of school leadership, and the availability of learning resources (Norazmi et al., 2019; Norazmi, 2020; Zaid et al., 2020; Fauziyana et al., 2021). Teachers working with students with special needs encounter a variety of challenges, including intellectual disabilities, learning difficulties, emotional and behavioral disorders, communication and language impairments, physical and health conditions, as well as hearing and visual impairments. One of their key responsibilities is to help these students develop self-management skills. In addition to their teaching duties, special education teachers often serve as counselors, offering a space for students and even parents to share concerns, seek advice, and find support beyond academic matters (Roso, 2014). All of these tasks demand a high level of patience and dedication. This highlights the need for a deeper understanding of the challenges faced by special education teachers in their efforts to educate special needs students in order to achieve job satisfaction (Mohamad & Yaacob, 2013). Rahim et al. (2006) reported that 48.17% of respondents acknowledged that special education teachers are overwhelmed with numerous responsibilities in schools, which can negatively impact both the quality of their teaching and their overall job satisfaction.

Numerous studies have examined organizational citizenship behavior within educational settings, including those by Choong et al. (2016), Fatimah et al. (2011), Ibrahim et al. (2018), Mahmud et al. (2024), Nordin et al. (2020), Oplatka (2009), Shamsudin et al. (2020), and Yilmaz and Tasdan (2009). While these studies have produced valuable insights, there remains a gap in understanding the relationship between organizational citizenship behavior and job satisfaction, particularly among special education teachers. This issue is also aligned with the Malaysian Ministry of Education's agenda to enhance outcomes and bring transformation in the special education sector ("KPM Tambah Guru Pendidikan Khas", 2019). Understanding organizational citizenship behavior among Special Education teachers is crucial, given their unique challenges and the increasing emphasis on inclusive education in Malaysia.

Objectives of the Study

This study was conducted to examine the effect of organizational citizenship behavior on job satisfaction among Special Education teachers in Perak, Malaysia. The following are the objectives of this study:

1. To identify the level of organizational citizenship behavior practices among Special Education teachers.
2. To identify the level of job satisfaction among Special Education teachers.

3. To determine the effect of organizational citizenship behaviors dimensions (altruism, conscientiousness, sportsmanship, courtesy, civic virtue) on job satisfaction among Special Education teachers.

Based on objective 3, the following hypothesis was tested in this study:

H1: Altruism, conscientiousness, sportsmanship, courtesy and civic virtue have a significant effect on job satisfaction among Special Education teachers

Organization Citizenship Behavior

Organizational citizenship behavior refers to voluntary and discretionary actions undertaken by employees that go beyond their formal job duties and are not explicitly acknowledged by the organization's reward system. Despite lacking formal recognition, these behaviors play a vital role in supporting a positive organizational climate, encouraging teamwork, and improving overall performance. The concept was first introduced by Organ in 1988. Organ (1997) emphasized that organizational citizenship behaviors must be carried out voluntarily, without any form of coercion or threat of punishment for non-compliance. He also noted that while not all instances of such behavior necessarily lead to organizational success, they generally tend to produce positive outcomes. In his framework, Organ identified five key dimensions of organizational citizenship behavior: (a) altruism or helping behavior, (b) conscientiousness, (c) sportsmanship, (d) courtesy, and (e) civic virtue.

- Altruism, also referred to as helpfulness (Organ, 1997), involves voluntarily assisting others within the organization. Examples include helping new employees adjust during orientation, sharing valuable skills or knowledge with colleagues, and demonstrating how to carry out complex tasks (Organ, 1988).
- Conscientiousness refers to voluntary behaviours that exceed the basic job expectations set by the organization (Organ, 1988). Such actions include arriving at work early, being punctual, adhering strictly to organizational rules, avoiding unnecessary breaks, and willingly working extended hours (Organ, 1988; Shamsudin et al., 2020).
- Sportsmanship reflects an employee's willingness to endure less-than-ideal situations without voicing complaints (Organ, 1988). In contrast, frequent complaining signifies a lack of sportsmanship. Individuals who exhibit sportsmanlike behaviour maintain a positive attitude and refrain from expressing dissatisfaction when faced with organizational challenges (Muthuraman & Al-Hazi, 2017).
- Courtesy involves discretionary actions intended to prevent potential work-related conflicts with others (Organ, 1988). According to Podsakoff et al. (2000), employees who practice courteous behaviour experience fewer conflicts between groups and require less time for conflict resolution.
- Civic Virtue is characterized by an employee's responsible engagement in and concern for the organization's affairs (Podsakoff et al., 1990). This includes active participation in organizational activities, supporting company initiatives, serving on committees, and attending events organized by the organization (Sharma & Jain, 2014; Yahaya et al., 2011).

Organizational Citizenship Behavior within the educational context refers to the voluntary and discretionary actions of teachers that go beyond their formal job responsibilities (DiPaola & Hoy, 2005). The significance of Organizational Citizenship Behavior in schools is profound, as effective institutions rely on staff members who contribute beyond their assigned duties,

thereby enhancing overall organizational performance and achieving outcomes that surpass expectations (Fauziah & Jaya 2025). In schools, teachers' engagement in Organizational Citizenship Behavior is essential for institutional success, fostering professional growth, job satisfaction, and a sense of accomplishment, all of which positively influence student achievement and the school's overall standing (Oplatka, 2009). Recent findings by Mahmud et al. (2024) suggest that strengthening Organizational Citizenship Behavior in Malaysian educational settings can be achieved by enhancing the school environment, teacher competency, empowerment, and team commitment.

Job Satisfaction

Locke et al. (1976), describes job satisfaction as a positive emotional condition resulting from an individual's evaluation of their job or work experiences, closely linked to both cognitive and emotional aspects. Job satisfaction plays a vital role in fostering employees' performance at work (Memon et al. 2023). Recent studies on job satisfaction within Malaysia's education sector reveal varied trends across institutions and regions. Mohd Rokeman and Che Kob (2023) identified that vocational lecturers in the tourism programme at Malaysian Vocational Colleges experience a moderate level of job satisfaction. Meanwhile, research conducted in the northern region of Peninsular Malaysia indicates a significant positive correlation between teachers' job satisfaction and their work performance (Ismail et al., 2021). However, findings by Mustapa (2022) offer a contrasting perspective within the Teacher Education Institutes, where 52.7% of academic staff reported dissatisfaction with their current employment. Job satisfaction among teachers is a multifaceted issue influenced by factors such as workload, leadership support, recognition, and opportunities for professional growth. In the Malaysian context, studies have shown that while many teachers remain committed to their roles, they often face challenges such as excessive administrative duties, limited career advancement, and emotional fatigue, which can diminish their overall satisfaction (Hee, Shukor, Ping, Kowang, & Fei, 2019). According to Hedzir et al. (2024), job satisfaction is closely tied to psychological, physiological, and environmental factors, and when these are not adequately addressed, it can lead to early retirements and reduced teaching effectiveness.

Job satisfaction among special education teachers in Malaysia is influenced by a combination of emotional, organizational, and environmental factors. These educators often face unique challenges, including high workloads, limited resources, and the emotional demands of working with students with diverse needs. Despite these pressures, studies have shown that when teachers receive adequate support, recognition, and access to professional development, their job satisfaction improves significantly (Mohamad Ashari & Velloo, 2024). Additionally, the availability of safe and well-equipped facilities has been found to enhance satisfaction (Abd Aziz, 2021). While Mosbiran et al. (2021) found that welfare is an important element in achieving teacher job satisfaction, where the element of welfare is more focused on the aspects of adequate rest, health and convenience to obtain leave.

Organization Citizenship Behavior and Job Satisfaction

Employees who voluntarily engage in behaviors beyond their formal job descriptions such as helping colleagues, showing initiative, and promoting a positive work environment often experience a deeper sense of fulfillment and organizational commitment. Lestari and Ghaby, (2018) found that Organizational Citizenship Behavior demonstrated by employees at Batu Malang, Indonesia includes behaviors such as caring for others (altruism), preventing

problems with coworkers (courtesy), willingness to tolerate challenges (sportsmanship), concern for the sustainability of the organization (civic virtue), and exceeding the minimum job requirements (conscientiousness) contribute to increasing employee job satisfaction. Supporting this, Fatimah et al. (2011) found that among these dimensions, altruism and civic virtue had the most significant impact on job satisfaction among teachers. This pattern is further supported by findings from Hong and Zainal (2022) who revealed that the practice of Organizational Citizenship Behavior influence employee performance, while Podsakoff et al. (2000) and Fauziah and Jaya (2025) emphasized the broader implications where Organizational Citizenship Behavior influences the overall organizational performance.

Although empirical studies directly examining the connection between Organizational Citizenship Behaviour and job satisfaction in educational especially in special education contexts are relatively scarce, Shamsuddin et al. (2020) highlight that Organizational Citizenship Behaviour plays a pivotal role in fostering a collaborative and cohesive school environment. This dynamic is particularly vital in special education, where teamwork and empathy are integral to daily practice. They further emphasize that leadership approaches such as servant leadership can inspire teachers to engage in Organizational Citizenship Behaviour, ultimately boosting their internal motivation and job satisfaction.

Methodology

This study employed a quantitative research design. The sample consisted of 141 secondary school teachers involved in the Special Education Integration Program across the state of Perak, Malaysia. The Organizational Citizenship Behavior instrument used in the study was adapted from the work of Ibrahim et al. (2018), who adapted the original instrument developed by Podsakoff et al. (1990). The OCB questionnaire comprised 20 items, each rated on a 7-point Likert scale ranging from 1 (Strongly Disagree) to 7 (Strongly Agree).

Similarly, items measuring job satisfaction were adapted from the same study by Ibrahim and colleagues (2018). This section also included 20 items, evaluated using a 7-point Likert scale (1 = Strongly Disagree to 7 = Strongly Agree). The job satisfaction scale was originally derived from the Minnesota Satisfaction Questionnaire (MSQ), developed by Weiss et al. (1967).

Descriptive statistics and multiple linear regressions were used to answer the objectives. To determine the levels of Organizational Citizenship Behavior and Job Satisfaction, a formula was applied using the maximum scale value of 7 divided by three levels, resulting in a class interval of 2.33. The interpretation of mean scores for both variables is presented in Table 1.

Table 1
Interpretation of Mean Scores

Levels	Range
Low	1.00 - 2.33
Moderate	2.34 - 4.66
High	4.67 - 7.00

The assumptions for conducting linear regression analysis, namely normality, presence of outliers, and multicollinearity were thoroughly examined. Skewness and kurtosis values for

all variables fell within the acceptable range of ± 2 , indicating that the data is normally distributed and satisfying the normality assumption (Garson, 2012). Additionally, an analysis of standardized z-scores revealed no values exceeding ± 3 , suggesting the absence of extreme outliers in the dataset (Coakes, 2013). Results from the Variance Inflation Factor (VIF) analysis showed that the tolerance and VIF values were both equal to 1, confirming that multicollinearity is not an issue in this study (Garson, 2012).

Results

Table 2 shows the demographic profile of the respondents.

Table 2

Demographic profile

Demographic Profile	Frequency	Percent	
Gender	Male	20	14.2
	Female	121	85.8
Age	21-30 years old	14	9.9
	31-40 years old	76	53.9
	41-50 years old	40	28.4
	51-60 years old	11	7.8
Ethnic	Malay	108	76.6
	Chinese	5	3.5
	Indian	27	19.1
	Sikh	1	0.7
Education profile	Diploma	5	3.5
	Bachelor degree	116	82.3
	Masters	19	13.5
	PhD	1	0.7
Years of service	1- 10 years	50	35.5
	11-20 years	62	43.9
	21 -30 years	23	16.3
	31 years and above	5	3.6

The results for objective one and two are shown in Table 3. The total mean scores for organization citizenship behaviour are 6.024, indicating that organization citizenship behaviour practices are at a high level. The total mean score for job satisfaction is 5.682, indicating that job satisfaction among Special Education teachers in Perak is at high level as well.

Table 3

Total Mean Scores

Variables	Total Mean Score	Standard Deviation
Organization Citizenship Behaviour	6.024	0.560
Job satisfaction	5.652	0.785

The result for Objective 3 was explained in Table 4 and 5. The tables showed the regression result of Organization Citizenship Behaviours as an independent variable and job satisfaction as a dependent variable.

Based on the Summary Model Table, the value of R Square is 0.322. This means that all the 5 dimensions of organization citizenship behaviours, namely altruism, conscientiousness, sportsmanship, courtesy and civic virtue can explain 32.2 per cent of the variation in job satisfaction (dependent variable). The ANOVA table showed the value of $F(5, 135) = 12.821$ with a p-value of 0.001 indicating significant at 0.001 level ($p \leq 0.001$). Therefore, H1 is accepted.

Table 4

Results of Regression Analysis (Model Summary and ANOVA)

Model Summary dan ANOVA				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.567	0.322	0.297	13.17554
		F	Significant	
		12.821***	0.001	

Note: ***significant at $\alpha = 0.001$

Next, observations on the output in the Coefficient Table 5 show that two of the Organization Citizenship Behaviours dimensions that were tested, namely Sportsmanship ($\beta=0.180$, $t=2.427$, $p=0.00$) and courtesy ($\beta=0.304$, $t=3.504$, $p=0.00$) have a significant effect towards job satisfaction. The standardized beta value showed sportsmanship and courtesy that had a positive influence towards job satisfaction. This shows that the more teachers practice sportsmanship (willingness to tolerate) and courtesy behaviour (preventing problems with colleagues), the higher the tendency of the teachers to feel satisfied with their jobs. However, altruism, Conscientiousness and Civic virtue had an insignificant effect on job satisfaction. The next comparison of β values shows that the courtesy is more dominant than sportsmanship.

Table 5

Simple Linear Regression Analysis Results (Coefficients)

Model	Independent Variable	Standardized Beta	t	Significant
1	Altruism	0.160 ^{ns}	1.894	0.060
	Conscientiousness	-0.015 ^{ns}	-0.0172	0.863
	Sportsmanship	0.180**	2.427	0.017
	Courtesy	0.304***	3.504	0.001
	Civic virtue	0.164 ^{ns}	1.164	0.068

Note: Dependent variable: job satisfaction ** *significant at $\alpha = 0.001$, **significant at $\alpha = 0.05$, ns=not significant at $\alpha = 0.05$.

Discussions

The findings of this study revealed that the overall mean score for Organizational Citizenship Behaviour among Special Education teachers in Perak is 6.024, which signifies a high level of Organizational Citizenship Behaviour practices. This result indicates that Special Education teachers frequently engage in discretionary behaviours that go beyond their formal job descriptions. This is consistent with previous research suggesting that teachers often exhibit

strong professional dedication despite facing challenging work environments (Liang & Mohamed Zainal, 2022), especially in the special education sector (Norazmi et al., 2020).

The mean score for job satisfaction was 5.682, also indicating a high level of satisfaction among the respondents. This suggests that Special Education teachers in Perak generally feel content with various aspects of their job. For Special Education teachers in particular, who often work in demanding environments, these positive results reflect a potentially robust support system and a sense of professional fulfillment. This is consistent with previous study by Roso (2014) and recent study by Mohamad Ashari and Veloo (2024) in Johor Bahru, Malaysia

The regression analysis indicates that the five dimensions of Organizational Citizenship Behaviour i.e. altruism, conscientiousness, sportsmanship, courtesy, and civic virtue explain 32.2% of the variance in job satisfaction among Special Education teachers in Perak. This moderate explanatory power suggests that while Organizational Citizenship Behaviour is a meaningful contributor to job satisfaction, other factors also significantly influence how teachers perceive their roles and experiences at work.

The ANOVA results confirm the model's significance supporting the hypothesis that Organizational Citizenship Behaviour significantly predicts job satisfaction. More specifically, the dimensions of sportsmanship ($\beta = 0.180$) and courtesy ($\beta = 0.304$) were found to be significant positive predictors of job satisfaction. This indicates that when Special Education teachers demonstrate a greater willingness to endure inconveniences without complaint (sportsmanship) and proactively prevent interpersonal conflicts (courtesy), their overall job satisfaction tends to increase. These findings reaffirm those of Podsakoff et al. (2000), who suggested that interpersonal dimensions of Organizational Citizenship Behaviour especially those that foster a positive and cooperative work climate play a crucial role in enhancing workplace morale and satisfaction. Among the two, courtesy emerged as the more dominant predictor of job satisfaction, as reflected in its higher standardized beta coefficient. This finding aligns with studies by Organ and Ryan (1995), which emphasize the importance of social harmony and proactive conflict avoidance in enhancing affective job outcomes.

The remaining dimensions, altruism, conscientiousness, and civic virtue did not show statistically significant effects. The present study contrasts with the findings of Fatimah et al. (2011), who identified altruism and civic virtue as the most impactful dimensions influencing teachers' job satisfaction. This discrepancy highlights the contextual nature of Organization Citizenship Behaviour, suggesting that the relevance and influence of specific dimensions may vary across different educational settings and organizational structures.

Recommendations and Future Directions

Given that courtesy emerged as the most influential Organizational Citizenship Behaviour dimension linked to job satisfaction, school administrators should prioritize the development of a respectful and communicative work culture. Initiatives such as structured team-building activities, professional development workshops in emotional intelligence, and peer conflict-prevention training may foster a collegial environment that supports job satisfaction. The significant predictive role of sportsmanship indicates the importance of cultivating emotional resilience and a positive work attitude among educators. To this end, schools could

implement teacher well-being programs, establish peer support systems, and promote a culture that values flexibility, patience, and emotional regulation.

Future research may benefit from investigating additional variables that contribute to job satisfaction. Elements such as leadership approaches, perceived organizational support, and intrinsic motivational factors could help explain the portion of job satisfaction variance not accounted for by the dimensions of Organizational Citizenship Behaviour. Furthermore, examining cultural and contextual moderators may offer deeper insights. Comparative studies across different geographical or institutional settings could help clarify these dynamics. Additionally, comparing Special Education teachers with those in general education may shed light on whether the observed trends are unique to Special Education or reflect broader patterns within the teaching profession.

Conclusion

This study revealed that Special Education teachers in Perak exhibit high levels of Organizational Citizenship Behaviour and job satisfaction. Among the Organizational Citizenship Behaviour dimensions, courtesy and sportsmanship significantly predicted job satisfaction, reinforcing the importance of interpersonal harmony and emotional resilience in educational settings. These findings highlight the need for school leaders to cultivate respectful, supportive, and resilient work environments to sustain teacher well-being and professional engagement. While Organizational Citizenship Behaviour clearly plays a role in shaping job satisfaction, the moderate R^2 value indicates that holistic approaches, addressing both behavioral and structural factor are essential for building a thriving Special Education workforce. By supporting the development of positive workplace behaviors and addressing broader organizational challenges, stakeholders can help ensure that Special Education teachers remain motivated, satisfied, and committed to meeting the diverse needs of their students.

Theoretically, this research contributes to the understanding of Organizational Citizenship Behaviour by empirically validating its effect to job satisfaction among Special Education teachers, specifically highlighting courtesy and sportsmanship as key dimensions that enhance workplace morale. Contextually, it enriches local educational discourse by offering region-specific evidence from Perak, Malaysia, thereby affirming the relevance of Organization Citizenship Behaviour theories across different contexts. This study demonstrates how discretionary behaviours, fostered within an emotionally supportive and socially harmonious school culture improve teacher satisfaction, which is particularly critical for Special Education settings where emotional resilience and cooperation essential. Thus, emphasizes the need for strategic school leadership to foster environments that support teacher well-being and sustained professional commitment.

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