

A Survey on the Dimensionality of Organizational Citizenship Behaviour in Primary Schools: Teacher's Perception

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Received: June 17, 2015 Accepted: August 11, 2015 Published: August 18, 2015

doi:10.5296/ije.v7i3.7833 URL: <http://dx.doi.org/10.5296/ije.v7i3.7833>

Abstract

Remaining in competitive environment with the success of schools in construction of high learning outcomes in students, depends on teachers who are willing to contribute to the successful changes, regardless of their formal job descriptions. These non-prescribed behaviours by teachers are recognized as “organizational citizenship behaviours. The purpose of this study is to determine the level of organizational citizenship behaviour in primary schools in Malaysia. In this research organizational citizenship behaviour model by Organ (1988) was chosen. In the current study 410 primary school teachers from 72 schools in six education districts in Selangor state, Malaysia based on stratified random sampling were selected. Data were collected based on survey method and were analysed by using descriptive and One-way ANOVA test. Confirmatory Factor Analysis (CFA) was conducted to confirm that the instrument is valid (content, construct, convergent, and discriminant) and reliable. The findings illustrated that the level of organizational citizenship behaviour was at high level based on primary teachers' perception. Moreover, there was no significant difference found to exist between National, National type Chinese and National type Tamil school based on the level of exhibited organizational citizenship behaviour except civic virtue dimension. It was also found that, National schools' teachers showed more civic virtue behavior than National type Chinese teachers in Malaysian primary schools. The result of this study suggest several implications for Ministry of Education, policy makers, headmasters and teachers for improvement of schools through encouraging voluntary behaviours of workers and increasing exchange relationships within schools.

Keywords: organizational citizenship behaviour, primary schools, type of schools, Malaysia

1. Introduction

Educational organizations have changed dramatically during the last decade in an effort to increase effectiveness. School effectiveness and educational reform need to be adopted with school challenges and success of schools deeply depends on work in a competitive and complex environment (Elstad & Turmo, 2011). Remaining in a competitive environment with the success of schools in constructing high learning outcomes in students, depends on teachers who are willing to contribute to the successful changes, regardless of their formal job descriptions. These non-prescribed behaviours by teachers are recognized as “organizational citizenship behaviours” (Sweetland & Hoy, 2000; Bogler & Somech, 2005; Duyar & Normore, 2012; Somech & Oplatka, 2014; DiPaola & Tschannen-Moran, 2014). Exhibiting organizational citizenship behaviours by teachers in school are necessary because formal job description cannot cover the entire range of behaviours required to reach the school goals (Lev & Koslowsky, 2012; Zeinabadi, 2010). Teachers’ organizational citizenship behaviours affect the school’s social environment and improve school effectiveness because they make the resources available for more constructive purposes, assist to coordinate tasks within the school and make teachers capable of adopting environmental changes effectively (DiPaola et al., 2005; Somech & Oplatka, 2014; Duyar & Normore, 2012; Sesen & Basim, 2012). Overall, researches on organizational citizenship behavior in school setting has not been fully investigated and more comprehensive and consistent inquiry needed to better understand the organizational citizenship behaviors dimensions in schools in varying cultures (DiPaola, Tarter, and Hoy, 2007; Hoy and Miskel, 2013; Jimmieson et al., 2010; Podsakoff et al., 2000; Hoy & Tarter, 2004; DiPaola & Hoy, 2005; Oplatka, 2006; Somech & Oplatka, 2014; Asgari, Khalilijan & Baba, 2012) especially in the context of Malaysia (Lo & Ramayah, 2009; Li, 2013). Moreover, some researchers indicated that demographic features such as, school location (urban and rural) and type of school is important as well when it comes to school effectiveness (Rumberger & Palardy, 2004; Rumberger & Thomas, 2000; Salleh & Saidova., 2013). According to Malaysia Education Blueprint (2013-2025) the Malaysian Ministry of Education aspires to halve the current Urban-Rural and type of schools gap by 2020. There is a need for trained principals who adopt transformational leadership practices, motivates teachers to rise above their personal expectations and help to achieve common school vision and missions (MoE, 2013). The results of this research could be significant to educators and researchers moving toward Malaysia 2025 vision. Its contribution occurs through improving organization through volunteer behaviours of workers and increasing exchange relationships within schools.

2. Literature Review

2.1 Organizational Citizenship Behaviour Definition and Concept

Organ (1988) proposed the original definition of organizational citizenship behaviour as individual’s behaviour that is discretionary, is not directly or explicitly recognized by the formal reward system, and promotes the effective functioning of the organization. History of organizational citizenship behaviour roots can be traced back to Barnard (1938), who pointed

out that, in order to achieve organizational goals, employees should be willing to contribute efforts to the cooperative system. The concept of organizational citizenship behaviour originated from Katz's (1964) and includes three major behaviours in which, people must be encouraged to enter and remain within the system, they should perform their role assignments in a dependable manner, and innovative activity required in achieving the organizational goals, which go beyond the job description (Ozturk, 2010). Research on organizational citizenship behaviour began in the early 1980s (Bateman & Organ, 1983; Smith et al., 1983). Organ (1988) identified five distinct dimensions of organizational citizenship behaviour. A different view on the dimensionality of organizational citizenship behaviour came from Williams and Anderson (1991) who divided the organizational citizenship behaviour into two types of behaviours which are (1) behaviours directed at specific individuals in the organization such as courtesy and altruism (OCB-I), and (2) behaviours concerned with benefiting the organization as a whole such as conscientiousness, sportsmanship and civic virtue (OCB-B) (Mohammad et al., 2011). Organ (1997) redefined organizational citizenship behaviour as contributions to the maintenance and enhancement of the social and psychological context that supports task performance without referring to the “extra-role”, “beyond the job” and “unrewarded by the system” characteristics of organizational citizenship behaviour. Research about the adaptation of organizational citizenship to schools is quite new (Somech & Drach-Zahavy, 2000; DiPaola & Tschannen-Moran, 2001; Bogler & Somech, 2005; DiPaola & Hoy, 2005). DiPaola & Tschannen-Moran (2001) first applied the construct of organizational citizenship behaviour to school. Furthermore, Somech and Drach-Zahavy (2000) conceptualized extra-role behaviour as those behaviours that go beyond specified job requirements, and are directed towards the three levels of organization (individual, the group, or the organization) as a unit, in order to promote organizational goals. Podsakoff et al. (2000) identified almost 30 potentially different forms of organizational citizenship behaviour. However, they also asserted that the constructs greatly overlap, so they might be captured in five common dimensions (altruism, conscientiousness, courtesy, civic virtue, which reflects responsive, constructive involvement in the organization, such as keeping abreast of changes at school. Based on this typology, Podsakoff, MacKenzie, Moorman & Fetter (1990) developed a systematic and comprehensive measure of organizational citizenship behaviour, which was adopted in the study (Somech & Iron, 2007).

2.2 Organizational Citizenship Behaviour Model and Theory

According to Organ (1988) OCB model is volunteer behaviors of workers which have an accumulative positive effect on organizational functioning with helping collages, being autonomous, supportive working environment, a sense of belonging create social capital, and reduce the number of the complaints and these are result in school effectiveness. Although interest in behaviors like citizenship has increased, it can be said that there has been a lack of agreement on its dimensions (Podsakoff et al., 2000; Belogolovsky & Somech, 2010). Organ's (1988) clarified the construct of organizational citizenship behavior by offering five different types of discretionary behavior, which are (a) altruism, (b) conscientiousness, (c) sportsmanship, (d) courtesy, and (e) civic virtue. Organ (1988) determined three dimensions

of organizational citizenship behavior (altruism, conscientiousness, and civic virtue) as identified by other researchers and the other two dimensions (sportsmanship and courtesy) which were originated by Organ (Bateman & Organ, 1983; Organ, 1988; Jepsen & Rodwell, 2006). Organ (1988) clarified the construct of organizational citizenship behaviour by offering five different types of discretionary behaviours:

1. Altruism: Altruism refers to voluntary behaviour that includes helping others concerning a work-relevant problem. Altruism is also related to determining how to help others (Organ *et al.*, 2006). The example of altruism in school is that, teachers helping each other in substitute teaching when one of them is ill or when an experienced teacher assists a new teacher, without any payment, and not included in his/her responsibilities (Yilmaz and Tasdan, 2009).

2. Conscientiousness: Conscientiousness is a pattern of going well beyond minimally required (extra role-behaviour) levels of the organization in the areas of attendance, obeying rules and regulations, conserving resources and related matters of internal maintenance and taking breaks (Organ *et al.*, 2006; Podsakoff *et al.*, 1993). Conscientiousness is common in educational institutions and, especially, schools. For example, some teachers teach their students on weekdays after work and on weekends without being paid; some voluntarily help with administrative affairs at schools although the task which is not a part of their job specification (Belogolovsky & Somech, 2010).

3. Sportsmanship: Sportsmanship defined as “a person’s desire not to complain when experiencing the unavoidable inconveniences and abuse generated in exercising a professional activity” (Organ *et al.*, 2006; Podsakoff *et al.*, 1993). Positive thinking by teachers and their efforts to improve their academic achievement of students, notwithstanding all the financial limitations in their schools, serves as sportsmanship example (Podsakoff *et al.*, 1993). DiPaola & Neves (2009) indicated that spending time on constructive efforts and avoiding complaining by teachers, could be an example of sportsmanship behaviour in effective schools.

4. Courtesy: Courtesy refers to the gestures that assist others to avoid interpersonal problems to be happening, like giving advance notice of the work timetable to someone who is in need, or consulting others before taking any actions that would affect them (Organ, 1990). Courtesy behaviour prevents actions that make colleagues’ work harder and giving them enough notice for their preparation. A school administrator who informs teachers about something that may not directly concern them or that he/she is not obliged to reveal is an example of courtesy (Somech & Ron, 2007). According to Organ (1988), courtesy behaviour entails engaging in interpersonal sensitivity that helps in prevention of problems that leads to organization effectiveness.

5. Civic virtue: Civic virtue is described as productive participation and commitment in the political process of the organization by stating opinions, take part in meetings, discuss the issues of the day with colleagues, and reading organizational communications such as mails (Organ *et al.*, 2011). Behaviours of teachers and school administrators who are trying to improve their school’s image can be considered as a civic virtue (Podsakoff *et al.*, 1993). When teachers become worried about school or educational problems, try to find solutions to

these. This behaviour may be regarded as an example of civic virtue (Yilmaz & Tasdan, 2009).

2.3 Organizational Citizenship Behavior and Social Exchange Theory

Empirical studies demonstrated that organizational citizenship behavior is one of the most important variables in a context in which higher quality, social and psychological exchange characterized the quality of organizational relationships (Moorman et al., 1993; Konovsky & Pugh, 1994; Aryee et al., 2002). In educational and non-educational organizations, researches showed that social exchange is the best explanation of organizational citizenship behaviour (Zeinabadi & Salehi, 2011; Jiang & Law, 2013; Organ, 1990; Somech & Ron, 2007). Social exchange theory by Homans (1961) and Blau (1964) has provided significant theoretical and empirical interest in organizational studies (Tekleab, 2011). Social exchange theory is among the most influential conceptual examples for understanding of workplace behaviour (Cropanzano & Mitchell, 2005). According to Organ (1990) social exchange theory is a theoretical explanation for organizational citizenship behaviours. Homans (1958) and Homans (1961) represented a concept of social behaviour that was based on exchange and defined social exchange as an exchange of rewarding or costly, between at least two individuals (Cropanzano & Mitchell, 2005). Blau (1964) explained the concepts of social exchange from the viewpoint of reciprocity. According to Blau (1964), people enter into social exchanges because they perceive that the other party in the relationship has something to contribute (Organ et al., 2006). However, the dimensions developed by Organ are widely accepted. The literature reviewed describe unanimous acceptance of these five dimensions. The dimensions developed by other scholars are overlapping in nature and in some other cases the dimensions are inadequate to describe the entire framework of OCB. In this study five dimensions developed by Organ in 1988 will be considered.

Therefore, the main purpose of this study is to explore the determinants and consequences of organizational citizenship behaviour in primary schools based on the teacher's perceptions. This research aims to investigate:

1. What is the level of organizational citizenship behaviours dimensions in Malaysia primary schools based on teachers' perception?
2. Are there differences in teachers' perception toward organizational citizenship behaviours dimensions based on type of school?

3. Methodology

3.1 Participants and Sampling

The population in this study is the 20469 teachers in 488 elementary schools in 6 districts (Gombak, Hulu Langat, Hulu Selangor, Klang, Kuala Langat, and Kuala Selangor) in Selangor. This state was chosen because it's the biggest state in Malaysia and have three type of schools National, National Chines and National Type Tamil located in both urban and rural schools. Thus, the results indicate comprehensive information about Malaysia. According to Cochran

formula, the sample size 375 teachers are enough for the data analysis. The respondents of the study were selected using by stratified random sampling method. 2 schools were chosen from each type of schools in each 6 districts and 14 teachers from each school. Therefore, the total number of school was 72 schools in 6 districts. The total number of teachers would be 504. The 410 of them responded the questionnaires and turned them back.

3.2 Instrumentation

The organizational citizenship behaviour questionnaire was adopted from Podsakoff, Mackenzie, Moorman & Fetter (1990) based on Organ's (1988) five-dimensional taxonomy. The questionnaire has 24-item designed to measure the five subscales of organizational citizenship behaviour such as (1) altruism (2) conscientiousness (3) sportsmanship (4) courtesy and (5) civic virtue. A 5-point Likert scale was used as the responses which is ranging from 1=Strongly Disagree 2=Disagree 3= slightly agree 4=Agree to 5=Strongly Agree. The Cronbach's alpha value was 0.97 and this showed that the questionnaire has a high reliability (George and Mallery,2001and DeVellis,1991). After conducting confirmatory factor analysis in the standard estimate condition, all latent variables in the measurement model of organizational citizenship behaviour dimensions represented. As illustrated, the model contains of a five-factor structure. Moreover, with consideration to the acquired factor loadings in Confirmatory Factor Analysis (CFA) model in Structural Equation Modelling (SEM), the results show that all factor loadings are more than ($>.5$) which indicated that the questions were highly determine the variation of their related constructs and organizational citizenship behaviours' dimensions measurement tool showed high validity. The result of convergent validity test for five constructs of organizational citizenship behaviour (altruism (AVE=.659), conscientiousness (AVE=.556), civic virtue (AVE=.587), courtesy (AVE=.643) and sportsmanship (AVE=.807)). As a rule of thumb, all five latent variables have adequate convergent validity (AVE $\geq .5$). In other words, convergent validity is valid (Fornell & Larcker, 1981; Hair et al., 2010). The result of construct reliability (CR) test for five constructs of organizational citizenship behaviour (altruism (CR=.885), conscientiousness (CR=.862), civic virtue (CR=.876), courtesy (CR=.843) and sportsmanship (CR=.923)). As a rule of thumb, all five latent variable have adequate construct reliability (CR $>.7$) (Fornell & Larcker, 1981; Hair et al., 2010). Moreover, based on discriminant validity as a rule of thumb, all organizational citizenship behaviours' five latent variables have adequate discriminant validity (AVE $>r^2$). In other words, discriminant validity is valid (Fornell & Larcker, 1981; Hair et al., 2010).

4. Results and Discussion

To analyse data, both descriptive analysis (mean, standard deviation, and levels) and inferential analysis (one-way ANOVA) were employed to answer research questions.

4.1 Demographic of Respondents

The demographic data shows that out of 410 participants in this study, the majority of the respondents 311 (75.9%) were female from chines schools (n=148, 36%) and

(n=230, .56%).rural schools.

4.2 Research Question1: What is the level of organizational citizenship behaviour dimensions in Malaysia's primary schools based on teachers' perception?

According to Table 1. the organizational citizenship behaviour dimension that shows the highest level is sportsmanship behaviour (M=4.291, SD=.702). This is followed by the level of courtesy, (M=4.120, SD=.643). The next dimension with high score is altruism (M=4.035, SD=.649). The other item that scored high level is "conscientiousness" (M=4.031, SD=.663). The last dimension with high score is civic virtue, (M=3.943, SD=.703). Overall, the score for organizational citizenship behaviours is at high level (M=4.084, SD=.503). This shows that teachers display the high level of organizational citizenship behaviours in their schools.

Table 1. Perception Level of Organizational Citizenship Behaviour

No	Items	Mean	SD	Level	Rank
3	Sportsmanship	4.291	.702	High	1
4	Courtesy	4.120	.643	High	2
1	Altruism	4.035	.649	High	3
2	Conscientiousness	4.031	.663	High	4
5	Civic Virtue	3.943	.703	High	5
	Overall	4.084	.503	High	

Note: Low ($1 < M \leq 2.33$), Moderate ($2.34 < M \leq 3.66$), High ($3.67 < M \leq 5$), N=410

4.3 Research Question2: Are There Differences in Teachers' Perception toward Organizational Citizenship Behaviour Dimensions Based on Type of School?

To answer this question, one way ANOVA method was conducted to shows whether there were significant differences among teachers in organizational citizenship behaviour by type of school. ANOVA test in Table 2. indicated that there is no significant differences in means score among National, National type Chines and National type Tamil schools on their perception towards organizational citizenship behaviour. Similarly, findings revealed no significant differences among three type of school on their perception towards overall organizational citizenship behaviour. Whereas, the result of One-Way ANOVA test indicated that type of school had significant effects only on the level of civic virtue dimensions ($F(2,407) = 3.245$ $p=.040$). The results of Turkey's Post Hoc test as shown in Table 3. indicated that teachers' perception on the level of civic virtue dimension is significantly higher in the National schools (M=4.043, SD=.689) compared with National type Chinese schools (M=3.83, SD=.754). It can be concluded that type of school had no significant effect on the level of teachers' organizational citizenship behaviours. However, type of school has significant effect on teachers 'perception on the level of civic virtue behaviour. This shows that National school teachers display the high level of civic virtue behaviour in their schools compared with National type Chinese teachers.

Table 2. One-Way ANOVA test for Transformational Leadership by Type of School

		N	M	SD	Source	df	Mean square	F	Sig
Altruism	National	132	4.066	.6200	Between Groups	2	.205	.485	.616
	Chinese	148	4.047	.5805	Within Groups	407	.423		
	Tamil	130	3.990	.7486					
	Total	410	4.035	.6496	Total	409			
Conscientiousness	National	132	4.086	.5843	Between Groups	2	1.050	2.404	.092
	Chinese	148	3.936	.7052	Within Groups	407	.437		
	Tamil	130	4.084	.6814					
	Total	410	4.031	.6631	Total	409			
Courtesy	National	132	4.184	.6858	Between Groups	2	.478	1.155	.316
	Chinese	148	4.067	.6085	Within Groups	407	.414		
	Tamil	130	4.115	.6372					
	Total	410	4.120	.6435	Total	409			
Sportsmanship	National	132	4.343	.6947	Between Groups	2	.399	.808	.447
	Chinese	148	4.237	.6786	Within Groups	407	.494		
	Tamil	130	4.300	.7380					
	Total	410	4.291	.7027	Total	409			
Civic Virtue	National	132	4.043	.6898	Between Groups	2	1.590	3.245	.040
	Chinese	148	3.833	.7546	Within Groups	407	.490		
	Tamil	130	3.966	.6432					
	Total	410	3.943	.7038	Total	409			
Overall OCB	National	132	4.145	.5117	Between Groups	2	.510	2.021	.134
	Chinese	148	4.024	.4707	Within Groups	407	.252		
	Tamil	130	4.091	.5268					
	Total	410	4.084	.5035	Total	409			

Table 3. Tukey HSD test of Transformational Leadership by Type of School

Dependent Variable	(I) Type of school	(J) Type of school	Mean Difference (I-J)	Sig.
Civic Virtue	National	Chines	.21016	.033
		Tamil	.07779	.641
	Chines	National	-.21016	.033
		Tamil	-.13237	.258
	Tamil	National	-.07779	.641
		Chines	.13237	.258

The mean difference is significant at 0.05 level

5. Discussion and Conclusion

The results of this study showed that the most exhibited dimension of organizational citizenship behaviour was sportsmanship and the least exhibited dimension was civic virtue dimension. In order to determine the level of organizational citizenship behaviours based on five point Likert scale, Somech & Ron (2007) reported that the organizational citizenship behaviours subscale that received the highest scores was sportsmanship among 104 teachers in 8 elementary schools in northern Israel. Likewise, Khalesi et al., (2011) in a study on health care workers of Tehran University of Medical Sciences showed that the highest mean score belonged to the sportsmanship dimension. Whereas, Polat (2009) findings among Turkish secondary school teachers showed that, mean score of the courtesy dimension was higher than the other dimensions. Tofighi (2015) in a research on 150 nurses who had worked in teaching hospitals in Iran indicated that the highest mean score attained by altruism dimension. One possible explanation for difference between the results of current study with studies cited above is maybe because of difference between types of organizational cultures and different context (Wang et al., 2013; Somech et al., 2015). Overall, this study revealed that the primary school teachers display high level of overall organizational citizenship behaviours in schools. These results indicated that teachers' discretionary behaviour, which is well beyond the minimum requirement of the school lead to prevent the occurrence of work-related problems (Organ, 1988; 1990; Podsakoff et al., 2000). The findings of this study were in line with the finding of Cooper (2010) in Alabama among public schools, Lee (2011) among teachers in Chicago and Altinkurt & Yilmaz (2012) among 912 primary school teachers in Turkey who reported that teachers displayed high level of organizational citizenship behaviours in general and at the dimensional levels. Moreover, in the context of Malaysia, Ibrahim, Ghani & Embat (2013); Bambale (2011) and Lian & Tui (2012) studies among local government employees and in non-educational organizations in Malaysia, also reported the level of organization citizenship behaviours at high level.

The result of this study showed that there are no significant differences between organizational citizenship behavior's dimensions (altruism, courtesy, sportsmanship, conscientiousness) and overall organizational citizenship behavior in primary schools in Malaysia based on the type of school (National, National type Chinese, National type Tamil). The result of this study was in line with Mayel Afshar et al., (2013) findings among 333 employees in non-educational setting in Iran and Noble (2002) findings among the organizations' employees in U.S indicated that organizational citizenship behaviors were not related to individuals' race. Whereas, Cohen's (2006) findings among 569 school teachers in north of Israel showed that organizational citizenship behavior is related to ethnicity while organizational citizenship behavior altruism was not affected by ethnicity. Likewise, one possible explanation for similarity of organizational citizenship behavior between different types of school in this study is related to fact that all teachers in Malaysian school with different ethnicities have been trained and governed based on uniform training and regulations provided by Malaysian Ministry of Education. The findings of this study showed that among the five dimensions of organizational citizenship behaviors only on dimension of civic virtue is significantly different based on type of school. It was found National schools'

teachers showed more civic virtue behaviors than Chinese type teachers in Malaysian primary schools. According to Organ, Podsakoff & MacKenzie (2006) employees' civic virtue behaviors are actively engaged in constructive involvement in the policies and governance of the organization. In terms of differences between ethnic groups based on demonstrating civic virtue behaviors, Wang et al., (2013) and Blakely et al., (2005) findings who compared the level of civic virtue between a manufacturing company in U.S and East China showed that, there is a significant difference between ethnic groups and civic virtue dimension. According to Wang et al., (2013), civic virtue behaviour requires an individual to assume an assertive role in the organization. Participating in collective governance is consistent with the value of "self-direction" appreciated by individualists but at odds with the value of "conformity" considered important by collectivists (Schwartz, 1992). Accordingly, it can be inferred that individualists are more likely to display civic behaviours. Hence, one possible explanation for National type schools' teachers who exhibited more civic virtue behaviours than National type Chinese schools' teachers is maybe related to the differences in teachers' behaviour, attitudes, characteristics (Schwartz, 1992) and their culture differences (Podsakoff et al., 2000). Additionally, sense of belonging could be another reason for exhibiting high level of civic virtue behaviour in National Malay schools. According to Podsakoff et al., (2000) civic virtue represents an employee's feeling of being a member of an organization in the same way that a citizen feels a part of his/her country. According to the highest level of civic virtue behaviour in national school, another possible reason could be related to studying of this concept in an Islamic country where teaching and learning are holy vocation and being a teacher regardless of the rank is a holy career (Mosadeghrad et al., 2008). Therefore, overall organizational citizenship behaviours demonstrated by teachers in primary schools was at high level. The high mean average of teachers' perception on civic virtue dimension is due to the fact that teachers in National schools have a strong sense of belonging to their institutions.

6. Implication to Theory and Practice

These behaviors are expressed by teachers' social activities for the schools in order to create an open school climate (Organ et al, 2006). According to the social exchange theory, organizational citizenship behaviours are voluntarily activities of teachers, which have an accumulative positive influence on school functioning with assisting colleagues, supportive working environment and create social system, which are enhancing the school effectiveness. Teacher's perception on the organizational citizenship behaviour's dimensions were at high level and it had a positive, moderate relationship with overall school effectiveness. Hence, the result of this study could be helpful for Ministry of Education, policy makers and schools' headmasters to identify the level of teachers' organizational citizenship behaviours in schools and they should try to strengthen and keep the current level. Moreover, among five dimensions of organizational citizenship behaviours, one dimension of civic virtue was more practiced in National schools compared with National type Chinese. Hence, the policy makers and Ministry of Education can encourage practicing more civic virtue behaviours such as promote the image of the school or attending meetings in National type Chinese schools.

According to the teacher's perception on the organizational citizenship, behaviour's dimensions were at high level. Therefore, Ministry of Education should strengthen and maintain this level by acknowledging this assumption that achieving high levels of organizational citizenship behaviours by teachers are important to school effectiveness. Moreover, headmasters should encourage teachers to participate in seminars and programs that concentrate on teachers' organizational citizenship behaviours, professional growth and self-efficacy. On the other hand, headmasters also should acknowledge the significance of the extra-role nature of organizational citizenship behaviours by establishing working conditions that will increase teachers' motivation, bring teachers to experience a high level of competency, and high status which are advantageous for improvement of school effectiveness. Besides, headmasters should encourage teachers to voluntarily perform the schools tasks, making innovative suggestions, helping other colleagues and the student with extra needs. Thus, principals of Chinese schools should encourage their teachers and staff to participate in school program and volunteer for the extracurricular tasks by stating their opinions and take part in meetings. Teachers in Chinese schools also should more discussing the issues of the day with other colleagues. Furthermore, it is generally suggested that Ministry of Education and headmasters create the climate of organizational citizenship behaviour in schools and encourage the teachers to more exhibit organizational citizenship behaviours specifically altruism, civic virtue, conscientiousness behaviours which were found to be highly influential in increasing the level of school effectiveness. This can be achieved by encouraging teachers to go beyond their normal job requirements and aspiring them to promote the best interest of the school by serving on committees and voluntarily attending school function.

7. Limitations and Recommendations

Although the dimensionality of organizational citizenship behaviours has been studied in previous researches, studies that empirically investigate the dimensionality of organizational citizenship behaviours in the Malaysia schools were not sufficient. The research was conducted in primary schools in six education districts in Selangor state, Malaysia. Therefore, the result cannot be generalized to secondary schools, high schools or other educational settings and other states of Malaysia further studies could be conducted among schools in other states to confirm the results of this study compare the level of school effectiveness dimensions in primary schools and its level in secondary schools in Malaysia. Moreover, Use of self-report questionnaire may lead to an overestimation of some of the findings due to variance, therefore conducting qualitative research, using in depth interviews and case studies are recommended for comparative purpose. This study has explored the differences between the level of organizational citizenship behaviours based on type of schools so, further study recommended to examine the other demographic factors such as gender and teaching experience.

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